

# Sierra DUE TO APPEAL



*Autumn in Yosemite*

3 copies of the . OCTOBER 1949  
TEACHERS' ASSOCIATION



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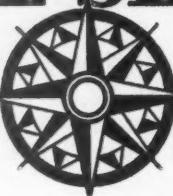
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**There are 39,500 copies of this issue**

# TRAVEL SECTION



## AUTUMN IN YOSEMITE

YOSEMITE'S CARNIVAL OF THE LEAVES

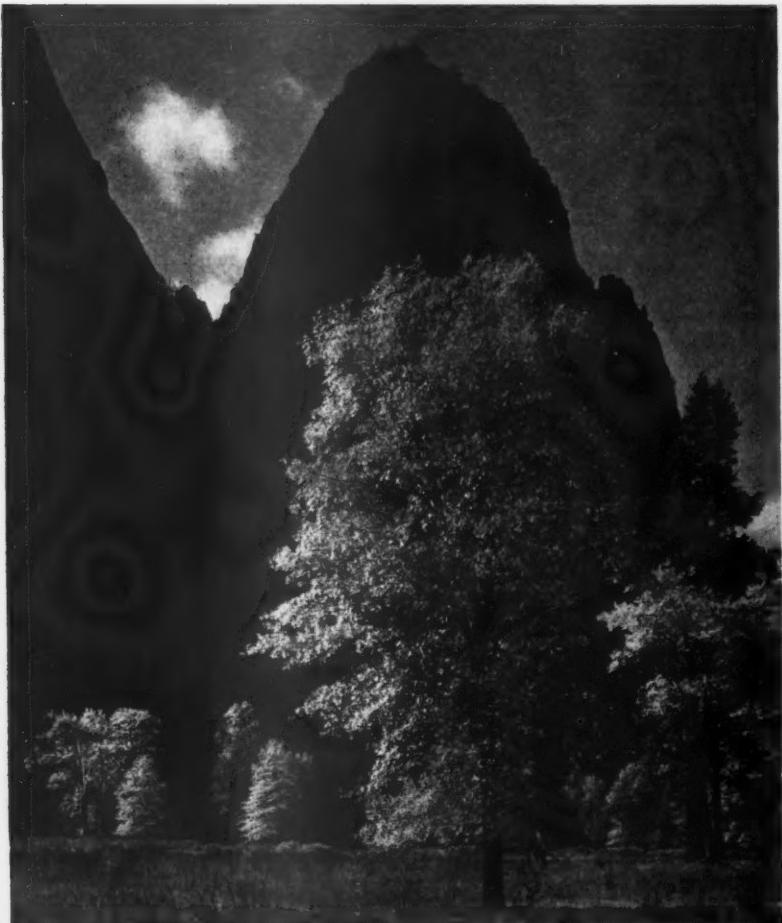
*Ben C. Tarnutzer, Yosemite National Park*

EVERY spring witnesses a mass flight of California city-dwellers to the countryside to see the wildflowers. And, truly, it is a magnificent sight to look upon acres and acres of lupines, poppies, cornflowers, and all

the rest, in the full bloom of their spring beauty.

But too many of us overlook the beauties of Autumn in California—a season of the year that is every bit as colorful as Spring, provided one

*"The oak, with its spreading golden foliage"*



looks happily in the right places.

Not everywhere do we find fall color. In only a few regions in the world do the trees, shrubs, and vines don bright autumnal dress. Many areas in Europe, Africa, Asia, and Australia are without it altogether.

Even in North America, where Autumn colors are supposed to be richer than anywhere else, not all of us are privileged to see the foliage in gay tints. From the Mississippi eastward, and northward to the St. Lawrence, the country is ablaze with color in Autumn. Any one who has ever traveled through the east in October or November will ever remember the rare beauty of a New England landscape. But west of the Mississippi the areas of fall color are much more restricted.

We in California are singularly blessed. Within our boundaries is one of the great mountain ranges of this earth—the Sierra Nevada. And in almost any part of this 400-mile range there is plenty of Autumn color to be seen.

Since Yosemite lies in the very heart of the Sierra it is representative of what may be expected. Along in late October or early November the entire park becomes a colorful, enchanted woodland as the oaks, maples, and dogwoods change into their brightest hues. From the rolling foothills, where even the lowliest shrubs have a distinctive charm in Autumn, to the highest glacial meadows where the goldenrods and gentians are in their prime, color is the keynote.

Of the 31 species of trees native to the park 17 are conifers. So it remains for the 14 varieties of deciduous trees, supplemented by shrubs, ferns, and wildflowers, to provide the color scheme.

It is hard to say which contributes the liveliest notes to this woodland symphony—the big-leaf maple, with its splashes of yellow on the high talus slopes; the oak, with its spreading golden foliage; or the dogwood, with its brilliant orange and scarlet leaves. Manzanita brightens large areas, up to a height of 8000 and

9000 feet, with its red fruit and chocolate-colored bark. Many varieties of ferns, some of them high as a man's head, turn to bronze and copper under the mellow rays of the Indian Summer sun. Even the azaleas, although no longer in flower, make an important contribution to the Autumn scene.

Few persons have been able to describe this scene either so graphically or so understandingly as that great nature-lover, John Muir. In his fascinating book, *The Yosemite*, appears this typical section:

"By the first of August the mid-summer glories of the Valley are past their prime. The young birds are then out of their nests. Most of the plants have gone to seed; berries are ripe; Autumn tints begin to kindle and burn over meadow and grove, and a soft mellow haze in the morning sunbeams heralds the approach of Indian Summer.

"The shallow river is now at rest, its flood-work done. It is now but little more than a series of pools united by trickling, whispering currents that steal softly over brown pebbles and sand with scarce an audible murmur. Each pool has a character all its own and, though they are nearly currentless, the night air and tree shadows keep them cool.

#### Along the Merced

"Their shores curve in and out in bay and promontory, giving the appearance of miniature lakes, their banks in most places embossed with brier and azalea, sedge and grass and fern; and above these in their glory of Autumn colors a mingled growth of alder, willow, dogwood, and balm-of-Gilead; mellow sunshine overhead, cool shadows beneath; light filtered and strained in passing through the ripe leaves like that which passes through colored windows.

"The surface of the water is stirred, perhaps, by whirling water-beetles, or some startled trout, seeking shelter beneath fallen logs or roots. The falls, too, are quiet; no wind stirs, and the whole Valley floor is a mosaic of greens and purples, yellows and reds. Even the rocks seem strangely soft and mellow, as if they, too, had ripened."

Is it any wonder that even the most callous succumbs to the spell of Autumn in the Sierra? What more inspiring sight is there than a grove of quaking aspens along a high country lake or stream, their cardinal and gold leaves trembling with the slightest

breeze and shining like sequins in the sun? Or a giant California Black Oak of the Valley in full autumn color against a backdrop of towering white granite?

**H**ISTORICALLY, the oak has a peculiar significance in Yosemite—if we may be permitted to digress for a moment. Its acorns provided sustenance for the early Indian inhabitants of the Valley, who knew how to extract the bitter tannin through leaching. They pounded the acorns into a fine meal which was used for mush and for cakes. Even today you may see Maggie, venerable Yosemite Indian squaw, baking little acorn-cakes as much for her own consumption as for the edification of visitors.

The oak was partly responsible for the Indian wars which led to the discovery of Yosemite Valley by the white man. In their mad search for gold the 49'ers hewed

down the very trees upon which their red brothers depended so heavily for their food. It was only natural for the Indians to resent this thoughtless destruction the only way they knew how to—by war. And when we see a Yosemite oak in all its golden glory we would be unfeeling, indeed, if we did not share their resentment.

While the trees are staging their carnival of the leaves, Yosemite's wildlife holds a pageant of its own. No one who visits the park fails to be impressed by the variety and the tameness of these creatures who roam at will, as unconcerned as if they were a hundred miles from the nearest human. They are so friendly it is difficult to realize that they are not household pets nor to be treated as such.

In the bird kingdom the summer visitants have long since departed for warmer climes, but there are many birds that remain in the

*Yosemite is glorious in the rich autumnal days*



park throughout the year and some few that make their first appearance in Autumn.

Almost as numerous and every bit as noisy as in the summer are the blue-fronted jays, often condemned for their piratical behavior, but ever a favorite with vacationists because of their extreme friendliness. In size many of the jays might readily be mistaken for pigeons so it is not surprising that squirrels and chipmunks drop everything and scurry for cover when one of these big birds swoops down upon them.

If you follow the streams you will very likely come upon one of the most interesting and likeable birds of all—the water

ouzel or dipper. He is a chunkily-built bird of slatey-gray color who lives about, in, and under the water, usually nesting in a niche in the rocks. To watch a water ouzel skim over the water, then disappear beneath the surface, only to reappear in a few seconds none the worse for the dipping, or to watch it fly straight through a waterfall to reach its nest behind, is a rather startling, if not uncommon, sight.

Just before winter sets in, the bluebird flies up into the Valley to feed on the berries of the mistletoe with which the oaks are liberally festooned.

The broad-tailed pigeon, with its pinkish breast, is often unnoticed amidst the oak foliage until it flushes with a loud clapping of wings and swiftly makes off for some other refuge.

Towards the end of October, the bears, which increase in number as well as amplitude during the late summer, begin to look about for places in which to hibernate. That they are pretty "cagey" about their selection of a winter abode is evidenced by the fact that only rarely is one of their caves located, although there are several hundred bears in the park. Perhaps it is just as

well—for Mr. Bruin might not appreciate having his slumbers disturbed.

With the coming of Autumn, the fawns begin to lose their spots and the pelage of does and bucks alike changes from reddish-brown to a thick, protective coat of gray.

Squirrels, chipmunks and other rodents feed heavily during the summer. By fall their bodies are heavily stocked with fat which then serves to warm and nourish them during the winter months.

So plentiful is the wildlife in Yosemite that whether you ride, motor, hike, or just relax you will encounter it—and these glimpses will add much to your enjoyment of the park, probably more so in the fall than in any other season because then one seems to have more time to study nature.

**B**E sure to take time off this year to visit the Autumn woods. See the mountains in all their glory and Yosemite in its gayest and most colorful mood. Enjoy the "carnival of the leaves" while you may, for the Autumn interlude is all too brief at best.

## TOURS TO TREASURE ISLAND

FALL SCHOOL TOURS NOW IN FULL SWING

*Henriette Horak, Treasure Island*

**W**ITH the opening of school, the Golden Gate International Exposition, in cooperation with the State Board of Education, is again bringing the educational features of California's World's Fair to the school children of the State.

A series of School Tours, September 15 to November 3, has been announced by the Exposition, on an even more attractive basis than was available last spring.

Then approximately 50,000 children traveled to Treasure Island in school buses and others in chartered buses. Many took advantage of the special half-cent per mile rate made available by the railroads. Fair officials expect an even greater influx of Youth to Treasure Island during the present School Tour season.

Samples of special scrip-tickets, entitling school children to discount rates for admission to Treasure Island and to three educational attractions, have been mailed to school authorities throughout the State a short time be-

fore the Tour plan was announced publicly. The response, according to the Fair officials, has been enthusiastic. First to take advantage of the Fall School Tour rates were the schools of San Leandro, Alameda County, on September 15, opening date of the Tour season. More than 2000 children spent the day on Treasure Island.

Two types of scrip-tickets are being offered to schools: 1. Children 12 years or under are admitted to Treasure Island for a dime plus a scrip coupon. A coupon and 10 cents admits them to Palace of Fine Arts, and a coupon and 15 cents is good for the matinee performance of the Cavalcade of the Golden West; the Gray Line walking lecture-tour of Treasure Island is at the same rate.

2. Junior scrip-tickets, for children 13 to 18, inclusive, include 25-cent admission to Treasure Island, 15-cent admission to Cavalcade of the Golden West, the Palace of Fine Arts, and a 15-cent rate for the Gray Line walk-

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ing-tour. Teacher escorts may use the Junior scrip-tickets.

The School Tour Division, under direction of Ted Huggins, supplies the scrip-tickets without cost to any school. Children pay only for the coupons they use, and may if they like, pay for just the admission scrip-coupon.

Trips should be planned so as to arrive at Treasure Island between 9:30 and 10:00 a. m. At approximately 10 o'clock, School Tour groups will start on the 2-hour lecture tour through the exhibit palaces and other attractions, under guidance of the official Gray Line lecture-guide. Buildings visited include Hall of Science, Palaces of Electricity and Communications, Mines, Metals and Machinery, Homes and Gardens, International Hall, Agricultural Hall, Foods and Beverages, Vacationland, and the Ford Building.

At noon an opportunity is given for luncheon. Information regarding eating places and prices is obtainable at

the Information Booth between Vacationland and the Ford Building.

Between 1:00 p. m. and 2:00 p. m. it is suggested that groups proceed on foot via the Avenue of Olives and Concourse of the Commonwealths to the Hall of Western States, thence by Western Way and Pacific Promenade past foreign buildings to Temple Compound, where free concerts are given at 2 o'clock.

Departure from Temple Compound should be made not later than 2:50 p. m. via Court of Flowers, Court of Reflections and Court of Seven Seas to the Cavalcade, for the 3:00 p. m. Cavalcade of the Golden West.

At the conclusion of the Cavalcade show it is suggested that groups proceed either by foot or on elephant trains (10-cent fare) to the Palace of Fine Arts. The departure from the Palace of Fine Arts should be timed according to the schedule planned.

*Official authorization for the Fair's School Tour activity was*

*given by the 1939 session of the California State Legislature, and attendance credit is given students who take the World's Fair School Tour.*

Counties which have already scheduled School Tours include: Alameda, Oct. 20; Amador, Oct. 2; Butte, Oct. 3; Calaveras, Oct. 4; Colusa, Oct. 5; Contra Costa, Oct. 17; El Dorado, Oct. 6; Fresno, Oct. 9; Glenn, Oct. 10; Humboldt, Oct. 13; Kern, Oct. 16; Kings, Oct. 16; Lake, Oct. 11; Madera, Oct. 16; Marin, Oct. 17; Mariposa, Oct. 18; Mendocino, Oct. 11; Merced, Oct. 18; Monterey, Oct. 20; Napa, Oct. 24; Nevada, Oct. 25; Placer, Oct. 25; Plumas, Oct. 3; Sacramento, Oct. 26; San Benito, Oct. 20; San Joaquin, Oct. 31; San Luis Obispo, Oct. 30; San Mateo, Oct. 2; Santa Barbara, Oct. 27; Santa Clara, Oct. 4; Santa Cruz, Oct. 6; Shasta, Oct. 10; Solano, Oct. 24; Sonoma, Oct. 13; Stanislaus, Oct. 19; Tehama, Oct. 10; Tulare, Oct. 20; Tuolumne, Oct. 19; Ventura, Oct. 27; Yolo, Oct. 5; Yuba, Oct. 23, and Sutter, Oct. 23.

*Further details regarding the School Tours may be obtained by school officials from Ted Huggins, School Tours Division, Administration Building, Treasure Island.*

---

*The Administration Building, University of Southern California, now houses the University College staff office and the Office of the Dean. University College students now have all of the advantages formerly enjoyed only by full-time students.*



## INSTRUMENTS OF THE ORCHESTRA



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Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, and college and normal school students. Each application should be accompanied by 25 cents.

## SPANISH PAGEANT

### THE STORY OF INSCRIPTION ROCK

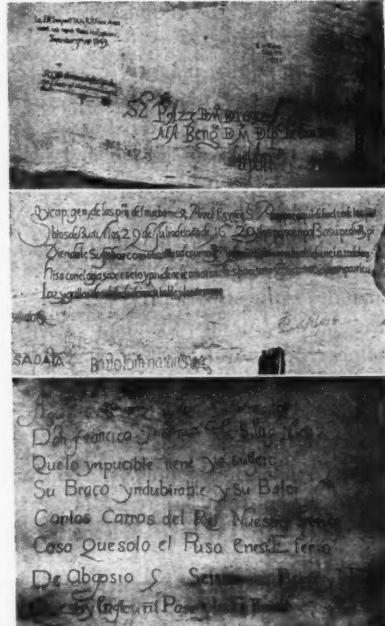
Joyce Rockwood Muench, Santa Barbara

THEY passed on the 23rd of March of the year 1632 to the avenging of the death of Father Letrado. These words, carved in the soft sandstone of a great rock in New Mexico, call forth again the pageant that rode brazenly up the valley beginning in 1605 and stretching over the years to 1774.

They came first, these swaggering bullies of Spanish soldiers of fortune, because some one had spoken of the cities of Cibola, the seven fabulous golden cities which never existed. There are six Indian villages, or were, but they were never paved with gold. But enough if some one had said they were; enough to leave Spain and life to gamble on the chance.

From Santa Fe, then, they rode up the valleys. Their horses were gaily, richly, caprisoned, more richly than any of the cities which they sought could garb them. Horses were new to the Indians, but they would soon become a weapon which some of the

*El Morro, the Inscription Rock, in New Mexico, near Gallup, was made a national monument in 1906. The inscriptions are on the face of the rock shown in the picture, all around the base of the point.*



Photographs of three inscriptions; full texts are given in the article. Uppermost, "They Passed etc." Center, "I am Captain-General etc." Lower, "Here arrived the Governor etc."

tribes would turn against these Spanish soldiers.

The great rock towered before them as they rode. There was always an Indian to guide them. He was bought, perhaps by gold or perhaps by torture. This was the pathway to the magic cities. Because there was water at the base of the rock, they all stopped.

A waterfall, after each rain, collects its largesse in a pool held almost in the arms of the rock itself. Because the surface of the rock was soft, the Spaniards left their names and even bragged of their deeds on its face.

The pageant came then, seeking gold. Not finding it, they took what there was: women, prisoners, and anything that the Indians had, berating



An Acoma woman holding a pot of her own ware as she sits by the roadside in hopes of selling it. The road past El Moro is the road between Zuni and Acoma.

them meanwhile for what they did not have.

Then in 1620 there was carved:

I am captain-general of the provinces of the New Mexico for the King our Lord. Passed by here on return from the pueblos of Zuni on the 29th of July of the year 1620 and he put them in peace at their petition, asking him his favor as vassals of his majesty and anew they gave the obedience all of which he did with clemency and zeal and prudence (as) (a) most Christian-like (obliteration) most extraordinary and gallant soldier of unending and praised memory.

#### Eulate

This modest tablet to the glory of Eulate may be read in several ways. I can see the captain-general dictating it to some under secretary with a gift for printing (or just the bare knowledge of penmanship). Whether it was one of the same party or some later Spaniard who obliterated the word which no doubt added further to the epitaph—it was done long before modern hands had come to add their own portion to the history of the rock.

We may call it an epitaph for Eulate, despite his brave words was afraid of the Indians and when he saw their camp fires and heard the roll of their war drums, used up a little shot, captured an Indian or two and

retreated past the rock. He took time out for the inscription and then marched back to Santa Fe where he was quickly relieved of his command.

**I**N 1629 a poet carved in the rock:

Here arrived the governor  
Don Francisco Manuel de Silva Nieto  
Whose indubitable arm and whose valor  
Have now overcome the impossible  
With the wagons of the King our Lord  
(a) thing that he alone put into this effect  
of August (one thousand six hundred  
twenty and nine)

That one may well to Zuni pass and the  
faith carry.

There is such irony in the fact that it was the soldiers, plundering and despoiling, who made it impossible for the Indians to accept the high faith and the doctrines of peace brought by the emissaries of the church, coming in the wake of the marauders. The soldiers killed the Indians. So the Indians killed the priests who were without weapons.

#### Father Letrado

The soldiers, in wonderfully righteous indignation would thereupon go "to the avenging of the death of the Father Letrado," as Lujan inscribed in 1632. Father Letrado was never officially avenged, since Lujan was restrained. An effort was being made to placate the Indians, at the time. Numerous "accidental" killings did occur and it is reasonable to believe that some one did pay for the martyr's death.

A soldier, who could write, seems to have hastily put his mark upon the rock. It reads:

I am from the hand of Felipe de Arellano, 16th of September—soldier.

And then a rubric, widely used in those days as a sort of bond for the validity of

#### The Tinian Stones

Among the most mysterious archeological remains of the Pacific Ocean are the huge pillars on Tinian, an island north of Guam, according to J. R. Lloyd, manager, American Express Travel Service, at Manila. Made of hard rock, these monoliths are 15 feet high and more than 5 feet square at the base; they weigh over 30 tons and are capped by pieces weighing more than 7 tons. There are 10 stones in all, arranged in two rows of 5 stones each. Scientists believe they were once part of great religious structures.

the signature; intricate, beautiful, symbols.

It is idle but intriguing to contemplate how different the history of the Southwest might have been without the fever for gold. What page of history might not be rewritten if there had never been any desire for gold? But so particularly of this region which we must increasingly recognize not as a new land, but as an old one.

The Spaniards came like a path of fire, burning wherever their feet touched the soil. They burned the very souls of the Indians and thereafter those who followed, whether in mercy or as conquerors, were in turn, seared by the flames.

When the Spaniards had come and gone, the great rock still stood, gathered its water and patiently held it for Indian or white man. The beautiful inscriptions in florid printing weathered some. Perhaps Coronado passed that way and his words have been blown away. No one knows.

Pioneers, seeking new homes, pushed up from Santa Fe, then soldiers of the new United States. To the 150 Spanish inscriptions there have been added hundreds more. Like a crowd of busy school-boys at the blackboard, they printed name and date, maybe a word or two more, put down their knife, stiletto, or what they used, and then went off.

That ageless desire to leave one's mark! Here one sees it looking through more than 300 years. The ghostly pageant seems still to stream up and down the valley; the pompous braggarts, the fathers going to their deaths, pioneers beside their creaking wagons, young soldiers come to stop the slayings. It goes on and on.

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## IF HAM AND EGGS WERE TO CARRY---

1. Stamp scrip would be legal tender for taxes. (Section 10.)

"Warrants" would replace money at the tax collector's window, and for this purpose, if for no other, would retain face value.

2. Good money remaining in public treasuries would be grabbed by "Peoples Bank." (Section 26.)

The State and all its subdivisions down to the smallest school district would be forced to use the New Bank, controlled by the Administration of "Ham and Eggs," as sole depository.

3. "Constitutional Guarantees" for education would be cancelled. (Section 10.)

Although this scheme purports to protect the State support of the school system, the substitution of doubtful scrip for legal money would nullify the State support of education in California.

4. Schools could not operate without supplies and furnishings. (Section 12.)

Even if good money were still in school district treasuries, light, heat, desks, books, etc., could not be bought except from dealers willing to take 50% of the payment in stamp scrip. Would light and gas companies and school supply houses do business on this basis?

5. Local tax structure would (Schools, cities, and counties) crumble. (Section 15.)

The act provides the exemption of owner-occupied homes up to \$3,000 in assessed valuation. In many school districts this would cancel the bulk of the taxable wealth, making it impossible to raise adequate school taxes, even in stamp scrip.

6. New school building would be impossible. (Sections 10 and 15.)

The issuance of bonds would be impossible as public credit would be destroyed. Would current taxes, payable in scrip, buy steel, concrete, brick or lumber?

7. Teacher retirement investments would be worthless. (Section 15-2d.)

The act plans payment of outstanding bonds with stamp scrip. Even without such provision obviously no tax money would be available to pay such obligations. The State Teachers Retirement fund is almost entirely invested in California public bonds, which would be worthless and would provide no revenue for payments to retired teachers.

### VOTE NO

Retirement Life	No
Payments Act	<b>X</b>

*In line with the article by A. E. Lentz in the September issue, dealing with 30-Thursday from the teacher's viewpoint, we here reproduce portions of a leaflet issued by California Teachers Association Southern Section; Helen M. Lord, president; F. L. Thurston, executive secretary. — Ed.*

# Sierra EDUCATIONAL NEWS

JOHN F. BRADY *President*  
 ROY W. CLOUD *State Executive Secretary*  
 VAUGHAN MacCAUGHEY *Editor*

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NUMBER 8

## POLICIES AND PLANS

### WHERE DOES PLANNING AND POLICY-MAKING BEGIN?

*Dr. John A. Sexson, Chairman, California Educational Policies and Plans Committee*

**C**RITERIA applicable to the question proposed in the title are:

1. Is there a clearly recognizable problem demanding an immediate solution?
2. Is there plainly something to be done that lies within the resources and abilities of the persons involved?
3. Does the problem lie in an area involving the interest and well-being of many persons?

4. Is cooperative action necessary; namely, must many people, interests, organizations, and agencies necessarily join in any action in order to insure progress toward solutions?

Looking about over the public educational scene in California, may we suggest that you apply these criteria to some of the following problems and ascertain for your own satisfaction whether or not, in the light of the above criticism, something in the way of planning should be undertaken.

#### International Relations

The public schools in California open in a welter of war, war news, war propaganda, and debates on issues of right and wrong as to the procedures of both combatants and non-

combatants. The best policy for our own nation is no minor issue.

What should our schools do? What shall we teach? What attempts shall we make to induce intelligent attitudes on the part of our students and our communities? Is concerted action clearly indicated? To what end?

#### "Ham and Eggs"

Is the proposed initiated old-age pension plan economically sound and socially expedient? Does provision for old-age pensions necessarily imperil the support of public education? Does this proposal constitute the best or even a permissible solution to the problem?

Shall the friends of public education stand on the side-lines or enter actively into the solution of this issue? Can the scientific method be used here? How? Shall we use it?

**Does Our Public School System as Now Constituted Render a Maximum Educational Service for Funds Expended?**

Are the existing educational agencies and institutions effectively coordinated? Do the suggested plans

for future development and expansion of existing agencies promise improved coordinated and higher efficiency? Are special educational services such as teacher education, vocational education, and education for citizenship, adequate and efficient?

Is the present administrative organization — local, county, and state — the most economical, most efficient, most desirable, and the most practical we may hope to attain?

**I**F you find that in some of these areas California might profitably plan for better outcomes and shape policies designed to implement such plans, you may well lend encouragement to the efforts of the Planning and Policy-Making Committee to set in motion an adequate state-wide and thoroughly representative agency designed to serve such ends.

**P**LEASE get in touch with your California Teachers Association and get to work as an active member of one of the many groups of professionally awake teachers in California who are already actively engaged in educational planning.

These groups are now studying the problem of social security, old-age annuities, and related problems. Teachers cannot afford to sit idly by and let issues of such importance be settled without participating in the planning that must be done.

Your counsel and advice is needed. Here is your opportunity to demonstrate your capacity for real effective democratic living.

## C.T.A. CONSULTING GROUPS

### SOCIAL SECURITY AND EDUCATION: CONSULTING GROUPS STUDY IMPLICATIONS OF PENSION MOVEMENT

*Arthur F. Corey, Los Angeles; Director, C.T.A. Consulting Groups*

*The Problem of the Month: The rise of industrial economics has greatly increased the prevalence of insecurity. A falling birth rate, a declining death rate and the cessation of immigration are all combining to produce a population which is rapidly growing older. What are the implications for the children and the schools in the passing of political control to older citizens whose first concern seems to be personal security?*

**R**AY LYMAN WILBUR, in a recent address, made the statement that America seemed to be inclined to take better care of her grandparents than her grandchildren. He added a hope that organized political power in the hands of the older members of society would not result in a contraction of the privileges to be given to our boys and girls, inasmuch as our advance will depend upon the preparation we give our children.

Frank Dickinson, of the Univ. of Illinois, goes further when he says that the coming class struggle in the United States will not be between Capital and Labor, but between the young and the old.

The field of Social Security includes much more than provision for old-age assistance. Aid to widows and orphans, assistance for the blind, deaf and physically handicapped; as well as provision for unemployment compensation are all important phases of the problem. However, inasmuch as old-age assistance seems to be the most critical and pressing issue before the public, it probably deserves a major share of attention here.

#### Pension Movements are Symptoms

Teachers must face the fact that the popularity of Utopian plans which offer security for the aged is a symptom of very fundamental social and economic change. It is axiomatic that an industrial civilization forces concentration of population and specialization of vocational activity. Both of these factors tend to increase unemployment and old age dependency. High speed in-

dustrial production cannot use men beyond middle life.

In an agrarian society each family, with its farm, was, in an emergency, a fairly adequate economic unit. With the increasing complexity of city life, the family becomes almost completely dependent upon society to provide the institutions through which highly specialized labor may be exchanged for all the necessities of life. Organized pension movements in this country are secondary manifestations of the industrial revolution.

The desire for security is universal. In a Democracy people get what they wish by political action. The widespread agitation for general pensions merely proves that the group of older voters is becoming sufficiently numerous to be able to demand politically what they feel they deserve at the hands of government.

#### Fewer Children and Longer Lives

The birth-rate in United States was  $3\frac{1}{2}$  times as high in 1800 as in 1930. Since 1925 the birth-rate has been dropping at an accelerated pace. For the first time in history the 1930 Census showed that the age group from one to five was not the most numerous group. The total attendance of the elementary schools has been falling since 1932.

The life-expectancy of a child at birth in our country increased nine years from 1920 to 1935. Since 1880 the crude death rate has been almost cut in half. It is obvious that even though there are fewer children being born, more of them are going to live to be old.

#### Net Result in Population Change

For many years immigration added almost a million persons per year to our population but in the near past it has ceased to be a factor in population growth or change. In fact about fifty thousand more persons are leaving the United States each year than are coming from other countries.

#### Changes in Composition of Population

Approximate percentages of total by age groups

	Under five	5-19	20-44	45-64	Over 65
1880	12%	36%	36%	12%	4%
1930	10%	30%	36%	18%	6%
1980	6%	22%	36%	24%	12%

Our population is undoubtedly growing older. In 1930 there were six million persons in the United States past 65 years of age. Stuart Chase estimates that by 1980 there will be at least 22 million in this age group. On the other hand while there are now about 48 million young people under 20 years of age, by 1980 this group will have shrunk to about 28 million.

This tendency for the population to grow older is strikingly shown in the table compiled from information contained in the report of the Educational Policies Commission on Effect of Population Change on American Education.

#### Social Security not a Depression Movement

Organized movements for old-age security have been attributed by some to the depression. To one familiar with the facts about population trends it becomes evident that even with returning prosperity the problem will still face us.

A rapidly-increasing number of older citizens must be cared for in some manner. Intelligent people everywhere must seek an answer to the problem before well meaning but incapable leadership forces upon us hasty and costly expedients which may postpone indefinitely a satisfactory solution.

#### Both Old and Young Must Be Protected

Security and Education are not antagonistic. One of the basic purposes of education is to help the individual get security. The concept implied in the phrase "Security vs Education" must be supplanted where it exists with the idea "Education and Security." Whatever realignment of public services may come, the priority of educational rights for the nation's children must be reinterpreted and vindicated.

#### Helpful Readings

- Burns, Evelene M., *Toward Social Security*, McGraw, Hill, 1936
- Douglas, Paul H., *Social Security in the United States*, McGraw, Hill, 1936
- Epstein, Abraham, *The Challenge of the Aged*, Vanguard, 1928

(Please turn to Page 44)

## Corona Survey

**M**ISS MARION DIXON, member of executive board, Association of Corona Teachers, Riverside County, is compiler and interpreter of an interesting and helpful research study of certain teacher problems recently conducted by the Association.

The questionnaire was sent to representative California communities which approximate the Corona schools in size; 91 elementary, junior and senior high schools replied.

The findings are too extensive for publication in this issue, but the following excerpt concerning the exchange of teachers is representative:

"The third section of the questionnaire dealt with the problem of exchanging teachers. Many schools report that this matter has never been brought to their attention and that, therefore, the board has never formed a policy with regard to it. However, 67 of the 91 schools replying took a definite stand on the question. Nineteen of them (10 junior and senior high, 9 elementary), or 28.3% of the 67, indicate that they do not favor exchanging teachers. One school principal goes so far as to write that the system is awkward to handle and wasteful as well.

"The remaining 71.7% indicate that they are willing to exchange teachers if the latter request the change. This is the equivalent of 52.7% of all the schools returning the questionnaire. The records show, however, that but five teachers have been exchanged in the past in the 91 schools. Twenty-four, or 26.3% of these, have never adopted a policy on the exchanging of teachers.

"If the returns on the exchanging of teachers in the secondary and elementary schools are to be considered separately, the percentages will read as follows: On the basis of the 67 schools with an established policy, 27.3% of the secondary and 30% of the elementary schools refuse to exchange teachers; 73% of the secondary and 70% of the elementary will exchange teachers upon request.

"On the basis of the 90 schools answering the questionnaire, 27.4% of the secondary and 25% of the elementary schools have never formulated a policy nor taken any stand on the question; 19.6% of the secondary and 22.5% of the elementary refuse to exchange teachers; and 52.9% of the secondary and 52.5% of the elementary are willing to exchange teachers upon request."

Other sections deal with,—release from contracts, tenure, and sabbatical leave. Miss Dixon and her associates are worthy of hearty congratulation upon this excellent professional report; Frank E. Bishop is district superintendent at Corona.

A copy of the Santa Ana City Schools Auditor's Report for 1938-39 has just been received at our office. This report is filled with exceptionally fine information concerning all lines of school facts. The report is not only exceptionally well-prepared, but the matters are presented in an interesting and compact manner. Frank A. Henderson is superintendent of schools; Harold Yost is auditor.

\* \* \*

American Poetry Magazine, now in its 20th volume, is official journal of American Literary Association. It is a member of Educational Press Association of America and has headquarters at 1764 North 83d Street, Wauwatosa, Wisconsin. Clara Catherine Prince, editor-in-chief of the magazine, is director of the Association.

\* \* \*

Scott, Foresman and Company, publishers, have developed a foreign-language program of particular significance. Entitled Language, Literature and Life, the series now presents Latin Book III, by Scott, Horn and Gummere; the earlier volumes in this series have already been given announcement in this magazine. Latin Book III comes up fully to the high standards of scholarship, pedagogy, content, and typography of the previous books.

## Desert Magazine

**T**HE Desert Magazine, completing its second volume in October, is published monthly at 597 State Street, El Centro, Imperial County. Randall Henderson is editor and publisher, Tazewell H. Lamb is associate editor, and Lucile Harris is circulation manager.

Excellent in content and beautifully illustrated, this journal of the Desert is of high excellence. Large maps of representative desert areas are a special feature of this praiseworthy journal.

On the letterhead of this magazine is the following quotation from it: "To those who come to the Desert with friendliness, it gives friendship, to those who come with courage it gives new strength of character. Those seeking relaxation find release from the world of man-made troubles, for those seeking beauty, the Desert offers nature's rarest artistry. This is the Desert that men and women learn to love."

\* \* \*

Sarah L. Young, principal, Parker Elementary School, Oakland, is the official distributor of the Elementary School Principals Association Eleventh Yearbook described on page 28 of this issue; price, \$1.

## THE LEAGUE COLLEGE

*Ida May Lovejoy, San Diego; Western Vice-President*

**N**ATIONAL League of Teachers Associations held its 14th annual conference, popularly known as League College, at Stanford University in July. The Stanford School of Education sponsored the conference.

Dr. J. C. Almack was appointed director and advisor of the group. Sixty members participated; 18 states were represented. The theme of the conference was Democracy and Educational Progress. Some of the sub-topics considered were: Democracy in School Organization, presented by Dean Kefauver; Tenure Laws in California, by John F. Brady, president of California Teachers Association; The Teacher-Training Program by Dr. John Horn, Dominican College; Teacher Participation in School Administration by Dr. Sears of Stanford; Teacher Load by Dr. Almack, also of Stanford.

Arthur F. Corey was invited by the staff to present the objectives and organization plan of the California Educational Policies and Plans Committee of which Dr. John A. Sexson, of Pasadena, is chairman. Mr. Corey is directing the consulting groups.

Miss Jean MacKay, president of the League and her staff of officers are already

making plans for next year's League College to be held next summer somewhere near Milwaukee following the N.E.A. convention.

National League of Teachers Associations was organized in June, 1912, with the object of bringing "associations of teachers into relations of mutual assistance and cooperation to improve the professional social and economic status of teachers and to promote education."

It has worked for the advancement of classroom teachers everywhere and has assisted materially in the establishment and maintenance of the Department of Classroom Teachers through the development of leaders for the profession.

The most outstanding achievement of the National League is League College, a two-weeks intensive course on organization and professional problems for leaders of teacher organizations. It is held at a university in or near the convention city of the N.E.A. and has been a credit course. Those leaders who have attended a session of League College have not only increased their knowledge of the educational situation by personal contact with instructors and leaders from other sections of the nation, but they have gained a vision which has been invaluable to them as professional leaders.

## IT CAN HAPPEN HERE

Roy W. Cloud

**T**HROUGHOUT the past year news articles have appeared with startling frequency in the public press, telling of drastic retrenchments in school opportunities, forced upon states and school districts because of lack of funds. A great city of Ohio, for example, had to close its schools. New York City, according to another report, has dispensed with the services of over 5,000 teachers and discontinues kindergarten and adult education activities this school year.

Other articles have described in detail the conditions in Colorado, where all functions of government have been tragically curtailed. Throughout the East, the South and the Middle West, boys and girls have been and are being denied their rightful educational opportunities.

It might be well for us as citizens to sit down and ponder a bit as to the reasons for such conditions. Retrenchments in school programs have not happened because the citizens of the United States of America have lost their faith in the schools. The cuts have not been made for the purpose of reducing taxes, because taxes have increased in practically every part of our country.

A shifting tide of national responsibility within recent years has caused thousands upon thousands of American citizens to change a point-of-view which for generations has guided the thinking of our people.

### The Aged and Infirm

The care of the aged and infirm in the communities of our nation in past years was largely a matter of local concern. County farms and hospitals were maintained at county expense. Those who could not provide for themselves went to the county farm. If a person had no means of support and became ill he could go, in most cases, to the county hospital for free treatment.

Then, because of the great economic depression, a practice began which has grown beyond all of the

ideas of those who fostered the plan—"Relief" has become a major factor in every phase of state planning.

It is not the purpose of this article to discuss relief. The need is recognized. If it is possible to continue American homelife in the home rather than to maintain public institutions, it is desirable that such a program should be part of our planned economy.

But the startling fact presents itself that "relief" has become the dominant factor of financial thinking. Those who must plan state expenditures have established and are establishing the practice of giving the major appropriations to relief, and then accommodating other functions of the government to what funds remain.

The questions may be asked,—Can such a condition come to pass in California, that its schools shall not be properly financed? Do not the schools have a long-established prior right, under the Constitution of our State, to the necessary funds in the State Treasury?

### Taxes in Scrip

It is entirely possible that the citizens of California have become "relief-minded", that taxes soon may be paid in scrip or "promises to pay" or "warrants". If such a condition becomes part of our fiscal program, the schools may face the same disastrous conditions that may then confront every other department of the State government.

It has happened elsewhere. It can happen here. Indeed it *has* happened here.

At the recent session of the California Legislature which adjourned after a long and grueling siege of law-making and bill-killing, many worthy projects were tabled and many worthy appropriations were reduced, because of "relief."

It can happen here! Everyone interested in education should be on guard constantly to see that none of the educational rights shall be taken from the boys and girls of our State.

Our youth must be properly prepared if our nation is to continue. Future earners must be ready for their jobs, otherwise there can be no tax-payers.

The Senior Cato always concluded each speech he made with this admonition, "Carthage must be destroyed."

Our admonition should be,—"*Ignorance must be driven from our land. Every function of the government must be given its just support. Our schools must be maintained.*"

Otherwise, it can happen here!

### Elementary Practiees

**A** recent publication of Ginn and Company is *Modern Practices in the Elementary Schools*. The authors are Dr. John A. Hockett, Department of Education, University of California, Berkeley, and Dr. E. W. Jacobson, superintendent of schools, Oakland.

The subject-matter included in this new book is inspirational and helpful and presents a splendidly-balanced program of child development. The difficulties encountered because of inadequate facilities are treated in a sane and creditable manner. The activities of children are listed. The experiences of well-trained educators have been drawn upon in the construction of a well-balanced program.

Child interest habits and abilities have been utilized in the formation of plans and programs. The authors of this book are well-known in California through their accomplishments and their progressive ideas. Both have been eminently successful in their educational fields.

\* \* \*

*Mateo and Lolita* by Durfee and Morris is a true story, with real pictures, of a boy and girl in Mexico. There are 63 pages, half of them beautiful full-page pictures; book size 5 x 9½ inches; illustrated binding and end papers. Published by Houghton Mifflin Company, this elementary reader should come into wide use in California Schools.

\* \* \*

*Look and Listen* is the television handbook (Set Builders and Servicemen's Manual) by M. B. Sleeper, describing 1939 television practice and published by Norman W. Henley Publishing Company, 2 West 45th Street, New York City; paper covers, spiral binding, 96 pages, with chart and many illustrations; price \$1. This authentic television manual is of interest to teachers and students especially on the secondary and collegiate level.

## SCHOOLS HAVE OPENED

Roy W. Cloud

**S**CHOOLS have reopened throughout the State. Many sections have reported increased attendance, while in several districts decreased enrollments have been noted. Only minor adjustments have been necessary to keep California's educational system in correct balance. A few superintendencies have changed; a number of principals are in new positions; and, due to the largest list of retirements in any one year in this state, the many vacancies have been filled by transfers from other districts or by new appointments.

Only one new district has been reported. It will open in Contra Costa County after a proposed building program has provided suitable quarters for approximately 300 high school students who now attend in other districts.

In the office of State Superintendent of Public Instruction Walter F. Dexter, a new position has been authorized by the State Personnel Board. The new official will be classed as Assistant Superintendent. Dr. Aubrey Douglass, Chief of the Division of Secondary Education, has been chosen to fill the place.

### Dean at California

At the University of California, Dr. W. W. Kemp, after many years of constructive and inspirational leadership, has retired from his position as Dean of the School of Education. Dr. Kemp, a native son of California's Mother Lode, has achieved highest honors in his chosen field of education. He has served in the elementary schools, as a high school instructor, as principal, as president of California's oldest and, at the time, largest state normal school, and as Dean of the School of Education at the University. Age requirements caused him to relinquish his deanship, but he will still be connected with the University in its educational department. Dr. Frank N. Freeman of Chicago, an educator of national prominence, has been

elected to the deanship and is now at Berkeley directing the work at the School of Education.

On September 19, laws passed by the 1939 session of the Legislature became effective. The 1939 School Code will show 348 changes which differ from the law as it was written previously. In these changes 165 new sections have been added to the Code, 103 sections were repealed, and 80 amendments were made to present sections. Few of the 348 changes are of major importance, but many of the modifications will prove beneficial.

### The Pierovich Bill

Two measures which did not become law and which California Teachers Association assisted in defeating, were the Pierovich retirement proposal and the Spouse Bill. Had either bill passed, the results would have been bad.

The Pierovich bill was proposed by a group of teachers who wished to secure increased retirement salaries. The proposal called for a retirement salary of \$100 per month, after 30 years of service, through the payment of \$50 per year by the teacher. The bill did not provide for any increased contributions by the State or the school districts. It was introduced late in the session by Senator Pierovich.

California Teachers Association took no part concerning the bill until competent actuaries had stated that the proposal was unsound from every point-of-view and would probably wreck the existing teachers retirement system within a very few years. To protect the interests of the retired teachers and to safeguard the payments which our members are making each year, the Association, cooperating with the State Department of Education, determinedly opposed the measure. The bill was defeated in the Senate. While the present retirement salary is not what it should be, the fund is paying its way and is building

up a good surplus. It is much better to be safe than to be sorry.

The Spouse Bill was also opposed by California Teachers Association. If passed, it would have adversely affected many teachers. Had it become law, a wife whose husband was working could not have continued to work, had the husband earned \$150 or more per month. Or conversely, the husband could not have retained his employment if his wife earned \$150 or more per month and continued her employment, providing either one was employed by the State, a county, city or district of the State.

California Teachers Association was also largely responsible for the non-passage of certain other bills. Among these were two measures that would have reenacted the 5% limitation on expenditures, one that proposed the repeal of the over-all tax, one that permitted parents to withdraw their children from the physical education program, and another that aimed to put the hours and wages of teachers under the state labor laws. These were only a few of the proposals which if passed would have interfered with a good school program.

### 30-Thursday Menace

**A**T this time California Teachers Association through its officers is vigorously opposing the 30-Thursday or Ham-and-Eggs proposal, which will be voted upon by the electors November 7. This organization believes in liberal old age benefits, provided they are based upon the ability of the state to pay for them without crippling other functions of government.

The belief that 30 pieces of scrip may be turned into 30 dollars by an ever-generous public is magical in its conception but may prove disastrous to the whole State should it be adopted.

We should view with suspicion any proposal which is branded as doubtful by trained economists.

*Any plan which contemplates the payment of all State and local taxes with a new and untried monetary unit should be defeated.*

Taxes are practically the sole source

of support for the State and all of its political subdivisions. Supplies, salaries and all expenses of the State, the counties, the cities, and the schools must be paid with tax monies. If taxes are paid with scrip instead of real money, that scrip must be used in paying all governmental costs. While we should welcome better living conditions for a million or more citizens who are 50 years old or older, we believe that the entire welfare of the State should not be endangered.

Coincident with the reopening of schools in California, a great conflict began in Europe which may embrace the entire world. Just now we are enjoying conditions which tend to make us the most favored people of history.

In our communities there are parents of practically every race and creed. In our schools are children whose ideas and ideals are the results of inheritance, contacts, teaching, beliefs, and aspirations.

#### Tolerance and Goodwill

We are in California, the Golden State. In many of our schools the Native Sons of the Golden West have placed bronze plaques which ask that tolerance shall be a guiding principle of that school. We sincerely hope that in a world of turmoil all of our members may add to tolerance, sanity and to sanity, kindness and good will.

*The school year 1939-1940 may test our spirits, but we need to be better teachers this year than ever before.*

\* \* \*

Ginn and Company has brought out a new edition of the widely-used *The Arithmetic of Business* by McMackin, Marsh and Baten. This splendid new book provides the teacher of business arithmetic with a definite instrument of instruction and also to furnish students with effective aids to learning. The narrative, exercises, and problems are in accord with current business practice.

\* \* \*

Pacific Press, Mountain View, has issued four books, each of 100 pages, concerning narcotics. (See September issue, page 34.) Cloth-bound the price each is 75 cents; the cloth bindings are preferred by librarians and teachers as much better for school use than the paper-covered edition at 25 cents.

\* \* \*

**F**Ollowing a suggestion made at summer school, we tried out a 4th and 5th grade group in making their own report cards for each quarter, instead of having the teacher do it all alone.

Large sheets of paper were taken, allowing space for the letter the child wrote to his parents, the teacher's letter to the parents, a line labeled Parent's Signature, and a space labeled Parent's Comment.

The group discussed scholastic and citizenship requirements a number of times during each quarter. When the end of the quarter came they wrote letters telling how they were getting along in school, trying to be fair, and telling both good and bad. It was surprising how nearly the child's opinion of himself coincided with the teacher's opinion.

Russell wrote: "Dear Mother and Dad, I am going to tell you about what I do in school. When I first started in the 4th grade, I didn't know much reading, but I'm doing better. I'm doing better in spelling, too. I'm not so good in arithmetic. We are learning about California trees. I like California. About citizenship, I'm afraid I've bothered other children lots of times when they were busy working. I'm going to be better from now on. Your son, Russell."

#### Russell Gets Better!

At the end of the second quarter, part of Russell's letter read: "I'm getting better in arithmetic. You just have to settle down and think. I've made five book reports. They're good ones, too. My teacher says I have been a better citizen. I've worked and not bothered others so much when they were working. She is glad I'm getting to be a helper now. I am glad, too."

Bobby Dean was very pessimistic in part of his letter for the first quarter. He wrote: "It looks like I am going to be in the 5th grade again next year. I am not good in spelling, reading, or arithmetic. I'm good at making things and telling about pioneers, though." In the letter for the second quarter he wrote: "I am usually way down in arithmetic, but I haven't been so bad after all. I'm kind of surprised myself." At the end of the third quarter his letter included this: "I think I'm going to make it. It will be fun to be in the 6th grade."

Elvira wrote: "Well, mother, we are hav-

ing fractions now, like one-fourth of eight. I expect you know how to do them."

Ralph started his first letter: "I am going to tell you some things about me." Next time he said: "I am going to tell you some things about myself in the second quarter."

Barbara wrote: "I have perfect attendance, but I am really away on a make-believe trip on the bus. We are visiting the National Parks."

Jim's conclusion certainly has an appeal: "I have been working hard. I hope I will get a good grade. I think I will get a good grade. If I get a good grade I will be happy."

**A**FTER the child's letter was copied on the paper came the teacher's turn with her typewriter, with praise for good things and suggestions for improvement.

Next was the parent's signature and parent's comment. Here was the part that pleased. Out of the 36 letters we sent home each quarter we had an average of 25 parents who didn't just sign their names, but who actually were interested enough to write a comment. There was plenty of space allowed for their reaction, so perhaps that helped.

The morning after report-letters were sent out, our school activities were not upset by questioning parents, because both children and parents had a better understanding of how things were going.

Altogether, we all felt better satisfied—children, teacher, and parents—because we had all had a share in the report letters.

\* \* \*

Battles Without Bullets, the story of economic warfare, by Thomas Brockway, is the 18th title in the Headline Book series, published, under auspices Foreign Policy Association, by Silver Burdett Company. The author briefly outlines the present world-war for foreign markets and raw materials. Graduate of Reed College, Oregon, he is now teaching at Bennington College, Vermont.

\* \* \*

Child Development Abstracts and Bibliography, now in their 13th volume, are published by National Research Council, 2101 Constitution Avenue, Washington, D.C.; subscription, \$5.00 a volume. Six issues each year are published, bi-monthly and with cumulative author and subject indices; Harold Blumberg is chairman of the editorial board.

## REPORT CARDS

*Ellen Sells, Teacher, Yorba Linda, Orange County*

## THE GREAT STONE FACE

*Elean Harris and Rhoda Prosser, 7th Grade Pupils, McFarland Union Grammar School, Kern County; Lottie Long, Teacher*

**T**HE reading of Hawthorne's story The Great Stone Face was interrupted many times by my 7th graders with the exclamation, "I bet it is Ernest".

When we reached the satisfactory ending, several asked if they could write a play. "If they could?" — the difficulty seemed to hinge upon the word, could, since the setting, the time element, and the characterization seemed impossible for 7th grade ability.

The spirit of wanting to do something about the emotions which the story had aroused resulted in asking each pupil to write out his thoughts in any form he chose.

One boy, however, did not wait for an assignment. He handed me a two-stanza poem before the reading was completed. This poem was later used in the dramatization which evolved.

Two girls, who expressed their thoughts in drama form, showed such keen appreciation of the significance of the story that I asked them to read their plays to the class.

"Let us put it on," was almost the unanimous cry. Although the close of school was only two weeks away and the schedule was already crowded, there was no denying the creative spirit. The two girls put their ideas together and submitted a unified production, which in turn was changed when any member of the class made an acceptable suggestion.

The class as a committee of the whole did the casting after simple try-outs to choose personalities suitable for the parts. Everyone helped the stage managers to gain the effect of a vine-covered cottage at the end of a valley, which was glorified by the silhouette of the huge stone face in the distance.

Every member of the class had an opportunity to work with his hands in making the scenery, and to express his opinion as to the choice of words and appropriate actions. We hope the experience of working together physically and mentally gave each pupil a bit of education in the ideals of cooperation, self realization, and fair play.

We hope that there was a bit of character education, also, as we put our best efforts into portraying the characters of Gathergold, Old Blood and Thunder, the

Poet, and Ernest as he grew in knowledge and grace.

The final version of the play is as follows:

### Scene 1

**R**eader — (Speaking in front of the curtain). In the far-off mountains of New Hampshire is the profile of a face which nature has carved in the rocks. It is the most natural stone face in the world. The people in that valley call it the Old Man of the Mountain. Our play is taken from Hawthorne's story in which he calls it the Great Stone Face. The first scene is in the yard of a small boy's home. The boy is Ernest.

**E**rnest — Mother, I wish it could speak, for it looks so very kindly that its voice must needs be pleasant. If I were to see such a man with such a face, I should love him dearly.

**M**other — If an old prophecy should come to pass, we may some time see a man with exactly such a face as that.

**E**rnest — What prophecy do you mean, dear mother; tell me all about it!

**M**other — When I was but a small child, my own mother told me that when she was younger than you are now, Ernest, she was told a story, not of the past, but of what was yet to come. (She pauses to look at the Great Stone Face.) A story, nevertheless, so very old that even the Indians, who formerly inhabited this valley, had heard it from their forefathers, to whom, as they affirmed, it had been murmured by the mountain streams and whispered by the winds among the tree-tops.

**E**rnest — What was the prophecy, mother?

**M**other — The purport was that at some future day, a child should be born hereabouts destined to become the greatest and noblest personage of his time, and whose countenance in manhood should bear an exact resemblance to the Great Stone Face.

**E**rnest — Mother, do people still have faith in the old prophecy?

**M**other — Not a few old-fashioned people and young ones likewise, in the ardor of their hopes, still cherish an enduring faith in the old prophecy, but others who have seen more of the world have watched and waited till they are weary. They have beheld no man with such a face, nor any man that proved to be much greater or nobler than any of his neighbors. They have concluded it to be nothing but an

idle tale. At all events, the great man of prophecy has not appeared.

**E**rnest — O mother, dear mother! I do hope that I shall live to see him.

**M**other — Perhaps you may, my son.

### Scene 2

**R**eader — Ernest never forgot the story that his mother told him. It was always in his mind whenever he looked upon the Great Stone Face. Ernest spent his childhood in the little white cottage where he was born. From a happy, yet often pensive child, he grew to be a mild, quiet, unobtrusive young man. Ernest had had no teacher, save only that the Great Stone Face had become one to him.

(Ernest's mother is watering the flowers in the front yard.)

**E**rnest — (Coming in from the street.) Mother, at last they say the resemblance to the Great Stone Face will be passing by here. They tell me that he lived here as a child, but when he grew to be a young man he went to a seaport and set up as shopkeeper. His name, but I think it is a nickname, is Mr. Gathergold. He has become a rich merchant and he owns a whole fleet of ships. I can hardly wait until four o'clock comes. (Ernest runs to the open window of the house and peers in to see the time.)

**A**thur — (Coming in at back.) Here he comes! Here comes the great Mr. Gathergold! (A beggar woman has entered and has stopped near the gate.)

**L**ewis — (Who has followed Arthur.) Sure enough, the old prophecy is true and we have the great man at last!

(A procession has entered from the other side and Mr. Gathergold is near its head. The followers call out "Hurrah for Gathergold!", "A man of wealth", etc.)

**B**eggar — Won't you spare a few pennies? My children are starving!

(Gathergold takes a few pennies from his large wallet which bulges with coins.)

**B**eggar — Thank you, sir. (Examines the coins.)

(The procession moves on with cries of "A great man!", "A rich man", etc.)

**B**eggar — Gathergold! He should be named Scatter-pennies!

(As the crowd disappears, Ernest turns sadly to his mother who puts her hand on his shoulder in a sympathetic gesture and leaves, watering the flowers as she goes. Ernest goes to the gate and looks intently at the Face.)

**V**oice — (From the back.) Fear not, Ernest, he will come.

**E**rnest — That's strange. I thought I heard it speak.

### Scene 3

**R**eader — Ernest has grown into a young man. Mr. Gathergold is dead and buried.

His wealth disappeared before his death and the people have forgotten him. Although Ernest's mother has passed away, Ernest still remembers the old prophecy and longs for its fulfillment.

(Ernest and four friends are seated in the yard on benches.)

William — Come to think of it, Ernest, another man has been found to resemble the Great Stone Face.

Ernest — (Excitedly.) Really is it true? I certainly hope it is.

William — Yes, it must be true, for every one is talking about it.

Ernest — What is his name?

Mervin — His name is Old Blood-and-Thunder.

Artie — Yes, he is a native, born of this valley. Years ago he enlisted as a soldier. Now, after a great deal of fighting, he has become an illustrious commander in the army. Whatever may be his real name, he is known in camps and on the battlefields by the name of Old Blood-and-Thunder. (Looking kindly at Ernest.) I certainly hope that he does look like the Great Stone Face.

William — Let's go to see him, boys. Let's hurry or we'll be late. (Shouts are heard.)

Billy — The parade is coming this way! There he is! The same face to the hair!

Mervin — Wonderful like. That's a fact!

William — Like? Why, I call it Old Blood-and-Thunder himself in a monstrous looking-glass. (The friends give a shout as the procession approaches. Color-bearers lead the parade and the people shout. The friends join the throng, leaving Ernest alone.)

Ernest — This is not the man of prophecy, for his is a war-worn and weather-beaten countenance, full of energy and expressing an iron will. (Turns to the Great Stone Face.)

Voice — Fear not, Ernest, he will come.

#### Scene 4

Reader — More years have sped swiftly. Ernest is still dwelling in his native land and he is now a man of middle age. Little by little he has become known among the people. Now as before he is still laboring for his daily bread and is the same simple-hearted man that he had always been. He never stepped aside from his own path, yet could always reach a blessing to his neighbors.

Jim — (An intimate friend, rushing in from the street through the gate.) I have news for you.

Ernest — What is it, Jim? What news have you?

Jim — They say that a man is coming through here. His name is Old Stony Phiz,

and he is supposed to look like the Great Stone Face.

Ernest — When is he supposed to arrive, Jim?

Jim — Almost any time now.

Ernest — So soon! I can't go for company is coming. I am expecting them any minute now. But I should like to see him. I've waited so very long.

Jim — Certainly you are going. I'll take care of the company. Now you had better run along, Ernest, or you will miss seeing him.

Ernest — Thank you very much, Jim. (Turning as he goes out the gate.) I don't know what I would do without you.

Jim — (After Ernest has left.) A fine man. He can't be beat.

(The guests, Mr. Jones, two nieces and a nephew arrive.)

Mr. Jones — How do you do, Jim.

Jim — How do you do, Mr. Jones.

Mr. Jones — I want you to meet my two nieces, Ruth and Betsy.

Ruth and Betsy — How do you do.

Mr. Jones — This is my nephew, Bill.

Jim — How do you do, Bill.

Bill — I am glad to meet you, Jim.

Jim — Please be seated.

Betsy — May I ask, where is Ernest?

Jim — I am sorry that he isn't here, but he went to meet Old Stony Phiz.

Ruth — I have heard that he has been disappointed several times about men that were supposed to look like the Great Stone Face.

Jim — You have heard right. Although he has been disappointed several times, he is still as hopeful and confident as he ever was. He is always ready to believe in the beautiful and the good. He has kept his heart continually open and thus was sure to catch any blessing from heaven when it should come. So now again, he goes as buoyantly as ever to behold the likeness of the Great Stone Face.

Mr. Jones — And if Old Stony Phiz

doesn't look like the Great Stone Face?

Jim — I fear that he will be more disappointed than ever.

(Ernest is walking home. He is sad. They see that he is disappointed.)

Jim — Is it the same as before, Ernest?

Ernest — Just the same. To think — a man who might have fulfilled the prophecy, but who has not willed to do so.

Ruth — What a disappointment!

Ernest — He has weary gloom in the deep cavern of his eyes. He looks like a child who has outgrown his playthings, or a man of mighty faculties and little aims. No high purpose has endowed his life with reality.

(The friends rise to leave.) Must you be going so soon?

Mr. Jones — I am indeed sorry, Ernest, that you have been disappointed again.

Betsy and Ruth — Goodby, Ernest. (Ernest holds the gate while they pass. Jim leaves with the callers.)

Voice — (As Ernest turns to his old friend of the mountain.) Fear not, Ernest, he will come.

#### Scene 5

Reader — Ernest has become aged. People come from afar to converse with him, for the report has gone abroad that this simple-hearted farmer has ideas unlike those of men. Ideas not gained from books, but of a higher tone, that have a tranquil and familiar majesty as if he had been talking with angels as his daily friends.

Ernest — (Sitting on the bench in front of his cottage. He is reading a volume of poems that a great poet has written.) O majestic friend, is not this poet worthy to resemble thee?

(The poet enters carrying a bag.)

Poet — Can you give a traveler a night's lodging?

Ernest — Willingly. I think I never saw

(Please turn to Page 33)

*"I wish it could speak." The Great Stone Face*



# THE GOOD TEACHER

## SOME QUALITIES OF A GOOD TEACHER

George P. Barber, Mt. Diablo Union High School, Concord, Contra Costa County

**M**RS. John Parent, whose son Fred is a sophomore in the U. S. High School, pays one of her infrequent visits to the high school to see Fred's advisor concerning her son's program. She is walking down the hallway in the Knowledge building. The doors of the classrooms are open, and Mrs. Parent, not meaning to be "snoopy" but because she is only human, glances in the rooms to see what is going on. That is how she happens to observe two teachers at work:

**Teacher A** sits at his desk, a textbook before him. His eyes are glued to this authoritative volume, and he is reading words from the sacred pages. His students are uninterested, inattentive "clock-watchers."

**Teacher B** leans over his desk, talking earnestly to his class. His voice and manner show enthusiasm. The students sit on the edge of their seats, every eye on their teacher. Intrigued by such a sight in a classroom, Mrs. Parent stops at the door to listen in. No one pays her the slightest attention. But when she passed the door of Teacher A's room every student turned his eyes to watch her go by.

Let us spy on Teacher A and Teacher B at 3:55 p.m., just five minutes before the official time for leaving the school premises. Teacher A is putting some books and a stack of papers six inches high in a reluctant brief case. There are grim lines about his mouth. He is thinking of the "F" he is going to give Bill Jones for making that smart remark in class. Teacher A is alone; the last student left at exactly 3:25 when the bell rang for class dismissal. There was a tie-up in traffic at the door; the students were that anxious to get out. At 4:01 the room will be totally unoccupied. Teacher A leaves on the dot of 4:00.

Down the hall a few doors, Teacher B is not alone. Six or seven students, in various attitudes of relaxed and enthusiastic adolescence, clutter up the room. A boy sits on each side of the

"prof's" desk, in order that he can get closer to the teacher and secure his attention before the other boys. But Teacher B (rather familiarly called "Pop" when students discuss him amongst themselves), has put aside the tools of his craft for the moment to talk to an attractive young lady with a nice smile and pretty teeth. She is writing him up for a column in the school paper. He is explaining to her that he was born in Fair Oaks, Nebraska (if there is such a place), of poor but hard-working parents, and that there were at least seven children in the family! Some of the other students are telling her, "Aw, get going!" They want to talk over their problems with "Pop" before the school bus leaves. But the chances are ten to one that some of them will have to take the late train home! But what of it? They got the "dope" they wanted of "Pop."

Perhaps you remember we started out to say something about some of the qualities of a good teacher. Who is a *good* teacher? School administrators have their ideas; teachers themselves have *their* ideas; parents decidedly have theirs, and students certainly have their opinions. Since schools exist for the benefit of the girls and boys, and not to give employment to teachers, as some taxpayers appear to think, it might not be a bad idea to give a short hearing to the students.

I have followed with much interest and profit the reactions of students toward their teachers. It has sometimes amazed me the amount of affection students develop for individual

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Safety Every Day, by Stack and Schwartz, published by Noble and Noble, a new supplementary reader for primary grades, is a definite kind of safety book that has already attracted widespread interest. The many illustrations, most of which are full-page plates, are actual photographs showing real children doing real things in a real way. The exercises at the ends of the chapters provide situations and activities in which safety can be applied and practiced.

teachers. Recently when a teacher whom I know accepted a position in a school some distance from the town in which he had been employed as a teacher, one of his students came home in tears. It was several days before she was able to compose herself sufficiently to go on with her school work. Even now, several months later, her parents occasionally find her in her bedroom reading a letter from her beloved teacher.

I sometimes wonder if all of us teachers realize the tremendous responsibility that is ours in our relationship with children. I have heard it said that students are occasionally shocked and almost unnerved at some display of temper on the part of the teacher. That this is true I discovered recently when during a class discussion I called the class to order more sharply than the occasion necessitated. One of the students, a sensitive, nervous girl, winced as if struck. Good teachers refrain from injuring the feelings of their students, no matter what the provocation.

**A** SHORT time ago I tried an experiment in my journalism class, thinking it might provide a good feature story for the school paper. Members of the class were asked the question, "What do students like in a teacher?" Papers were handed in unsigned, thus encouraging frank and unbiased answers. The two qualities in a teacher that the big majority of the students ranked highest were sympathy toward students and an understanding of their problems. Such characteristics as proper dress, good grooming, correct posture, a pleasant voice, knowledge of the subject taught, good discipline, and the like were mentioned in some of the papers, but the inclination and ability of a teacher to see the students' point-of-view and to be one with them, was emphasized in every paper.

The best teaching any teacher ever does is done unconsciously. It is done by example. A teacher is successful or unsuccessful, in the final analysis, largely because of what he is. Young people have an uncanny ability to size up a teacher for what he really is—

and they are seldom fooled. Few grade school or high school teachers rise or fall by their knowledge of the subject-matter or the manner in which they "put it over." If they miss the mark as truly successful teachers it is usually because they do not have "what it takes" in personal qualities to really inspire the young minds that come to them for help and guidance.

It seems to me that the tragedy of much of the teaching that is done in our schools is that it has to do with abstract ideas—facts—and not with human ideals, habits, and attitudes. Many young people who are in our schools are deprived of sympathy, affection, and understanding at home. They can be influenced to develop along constructive lines if teachers will give them these things which they most lack. As some of the students said in the little questionnaire referred to previously, concerning praise and appreciation, "We eat it up!"

I do not mean to infer that the good teacher does not concern himself with such things as lesson assignments, class discipline, and the other routine matters of teaching. Naturally he does, or he soon loses his job. But these things do not absorb all of his time and thoughts. After he has mastered the routine procedures connected with his job he turns his energies to a greater objective—that of the personal development of the individual students in his class and the collective development of the group.

#### Teacher and Community

I read with interest Carleton Washburne's article on *Are Teachers People?* in the October, 1938, issue of *Parents Magazine*. Mr. Washburne displays a knowledge of teachers and their problems that to me is unique, even among educators. He said, and rightly, that teachers are largely the product of the communities in which they teach. If the community is progressive, and generous in its attitude toward its teachers, they in turn will react favorably toward the community.

But it is not my purpose to discuss the teacher in his relation to the community. My concern is with the

teacher in his relationships with his students.

A prominent school administrator, in enumerating qualities a successful teacher should possess, lists spirituality as one of the most important. Students of high-school age, being idealists, instinctively seek those things that might be called spiritual. If a teacher can inculcate these things into the philosophy of his students he will have given them something strong and comforting to cling to all their lives. This does not involve teaching religious doctrine. If the students sense that their teacher is spiritually-minded, the instinct to imitate will manifest itself.

**T**HE good teacher loves children. That, of course, is the test of a truly religious person—does he love man? If a teacher loves children he will understand them, and that is the first requisite of a good teacher.

The good teacher is a vigorous, likeable, many-sided person. He is not pedantic; he is not odd or "funny"; he is not a walking encyclopedia of knowledge. He gives the impression that he is a teacher not because he has to be but because he would rather teach than do anything else.

The good teacher does not make an obvious and labored effort to enforce discipline. He doesn't have to. As the center of a little world—his class—he is the motivating force, and his world revolves without much friction.

These, it seems to me, are some of the qualities of a good teacher. They are qualities that are not at all spectacular, but I believe they are characteristics which most of the many good teachers I know possess.

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*Latin—Third Year*, by Lord and Woodruff, a secondary school text of over 600 pages, with color plate and many illustrations, is one of the widely-known Climax Series published by Silver Burdett Company and edited by Ralph Van Deman Magoffin, professor and head, department of classics, New York University. This text is arranged, like the other in the series, upon the Climax idea, a repetition of known words with a gradual attack on those unknown.

#### Book Notes

Two new Houghton Mifflin books of interest to all teachers of little children are,—

1. *The Dutch Twins and Little Brother* by Lucy Fitch Perkins. The text was completed by her daughter and the illustrations were finished by her son. The book affords charming "real story" reading for children of Grades 2 and 3.

2. *Pets are Fun*, latest book in the Community Life Series, will interest all children who have pets. Each pet is introduced in story context. The book is written by Dorothea Park and illustrated in colors by Marguerite Davis.

Lester K. Ade, State Superintendent of Public Instruction, Pennsylvania, has been issuing a highly meritorious and useful series of bulletins covering many phases of modern school work. Among recent titles that will be of interest to California school people are,—295 Home Classes for Foreign-Born Mothers; 333 Creative Hands and Purposeful Activities in the Elementary School; 156 Institutions of Higher Learning in Relation to a State Program of Teacher Education; 420 Meeting the Needs of the Mentally Retarded. Dr. Ade and his associates are to be congratulated upon these excellent educational publications.

*Special Opportunities of Small Rural Schools* is bulletin 230 by Lester K. Ade, State Superintendent of Public Instruction, Harrisburg, Pennsylvania. This important bulletin of 100 pages, with charts and many illustrations, is of practical interest and help to many California teachers who are teaching in small rural schools. The bibliography is noteworthy.

*Children's Home Society of California Magazine* is now in its 48th volume. The Society covers all California through offices in San Diego, Los Angeles, Santa Ana, Pasadena, Bakersfield, Oakland, and San Francisco. State Executive Secretary is Matthew P. Adams, 995 Market Street, San Francisco.

World Federation of Education Associations held in 1937 its Seventh Biennial Conference in Tokyo, Japan. The Proceedings have been published recently in five handsome, illustrated volumes, by World Conference Committee of Japanese Education Association. The set is substantially bound and attractively printed. Hidejiro Nagata, president, Japan Education Association, has written the foreword and Paul Monroe, president of World Federation, the introduction.

## SCHOOL LIBRARIES

THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

*Edith V. Titcomb, Woodrow Wilson Junior High School, San Jose; President, School Library Association of California*

**A**S THE radio brings night after night to the homes of California, its programs of questions and answers; taking people into all subjects, and all periods of time, and all parts of the world; the listener becomes aware of the scope of the present day school curriculum. And in the modern school curriculum, from the kindergarten to the graduate school, the school library has an increasingly important place.

The School Library Association of California, with a membership of more than 300 librarians engaged in school library work, seeks to further the progressive interests and high standards in this field, and to cooperate with all organizations professionally engaged in the education of the youth of this country.

It holds affiliated memberships in California Teachers Association, National Education Association, and American Library Association. On the State Council of California Teachers Association it is represented by its president. The president this year has also been honored with a position in the two other organizations mentioned above, namely: Secretary, Department of Secondary Education, National Education Association, and director, School Library Section, American Library Association, for a term of three years.

There is also friendly cooperation with groups of people outside the library field. The annual meeting of the association as well as the monthly meetings of its two sections, Northern and Southern, brings together authors, editors, publishers, and leaders in the educational world, for conference and inspiration in professional interests. Interesting programs arise out of cooperation with members of National Council of English Teachers and other organizations.

The two sections of the state association alternately send their presi-

dents to serve on the executive council, Section for Work with Boys and Girls in and out of School, a section of California Library Association. And several of the members of this association are active members of the group of Children's Librarians, those librarians who work with the children and youth in the public libraries.

Besides the very instructive meetings on books held by both sections, and the work of committees on book lists, the various committees are working on questions of a professional nature. This past year, under the direction of a special committee, the work carried on for three years by the professional committees in cooperation with the research division of the State Department of Education, resulted in the publication of the bulletin, *The Secondary School Library in California*.

The association has been asked this year to cooperate with Dr. Eells of Washington, D. C., in furnishing evaluative material for his Cooperative Study of Secondary School Standards, (the school library unit).

### Measuring Efficiency

The association is working also, through its committee on tests, on a series of tests to measure the results and effectiveness of library instruction at the various school levels. This work started in the northern section and has now been made a state association project. In the rural field, the southern section, School Library Association of California has completed a study with Dr. Edwards, director of relations with schools, University of California, concerning standards for the establishment and maintenance of libraries in small rural high schools.

During the past year the professional committee directed its attention to the matter of federal aid for libraries. The recommendation of the

committee was that the 1939-40 committee work on a program for the future development of school libraries in California, both rural and urban.

A committee of three members of the association has been working for several months with the state credential committee on the matter of credentials for librarians.

The junior high school librarians of Long Beach, under the direction of Mrs. Edwina Hicks, supervisor of school libraries, has completed the chapter on The School Library for the State Department of Education.

One of the projects which will be watched with great interest this year, is the work of a special committee in the northern section, under the leadership of Margaret Girdner, supervisor of texts and libraries, San Francisco. This committee will deal with the subject of visual aids. This department, which plays such a great part in the school of today, is of great interest to the school librarian as well as the administrator and the subject teacher.

**S**CHOOL Library Association of California has had the unique experience and real pleasure this summer of assisting in being hostess at two national conventions. From June 18-25 the American Library Association met in San Francisco. At that convention members of the California association were responsible for the meetings of the school library section. These included a breakfast at Aquatic Park, an afternoon meeting of the forum type, a luncheon on Treasure Island, and a joint evening meeting with the section for Work With Children and the Young Peoples Reading Round-Table.

Many more general duties as hostess were assumed by association members. At that time the final issue of the bulletin for the past year was distributed. It welcomed guests to California, contained information about Golden Gate International Exposition, and included a directory of all school librarians in the state.

### Convention at Paso Robles

From July 2-6, at the N.E.A. convention, this association conducted a booth for the joint committee of N.E.A. and A.L.A. This booth was conducted after the manner of a school library, and served as a place for discussion and conference for many people seeking information and source materials.

Now plans are being made for the annual state meeting to be held at Paso Robles Hotel, October 28-29. Here the school librarians and their guests will have an opportunity to come from all parts of the state to work and play together and to plan their activities for the busy year that is ahead.

# TEACHER EFFICIENCY

## INCREASING TEACHER EFFICIENCY BY PHYSICAL EXERCISE

*Charles W. Clifford, Co-ordinator, Canoga Park High School, Los Angeles*

**T**HE present trend is toward less evening work for student and teacher, with a richer and more complete life during the day. School tends to be more of living and less of formal preparation. Work done, and habits developed, during the school day are better indices of pupil-progress than work done outside of school with perhaps the assistance of others.

Particularly with large classes, teachers need to work under optimum conditions, neither conserving too much energy selfishly nor giving too generously to pupils and thus jeopardizing their own chances for survival to retirement age.

Some fail to realize that often the teacher's best rôle is that of a guide, stimulating and encouraging pupils to perform their own work except when unusual difficulties are encountered. It is so much easier to do some of the pupils' work and thus deprive them, with their all-too-ready consent, of valuable experiences leading to independence and confidence.

Extra-long hours of work may seem to indicate excellent teaching, but sometimes this may be merely blind faithfulness to the job, leading to lowered efficiency. We should have enough courage, when we become fatigued and our viewpoint is affected, to relax, play, and exercise. This is an investment of time that will more than pay us, and our school boards also, in the long run.

The aim of this paper is to arouse interest in, and encourage, the definite allotment of several regular periods each week, when each and every teacher shall be free from appointments and shall participate in some group activity that has physical exercise and true relaxation as objects.

By such activity, teacher-efficiency should be increased and indirect pupil-benefits should become apparent. These educators must be free from supervision responsibilities in order to benefit most. These groups may be

composed of teachers, or teachers and pupils. Administrators, as far as possible, may well be included. Physical education teachers, because of the nature of their work, may be omitted from these teacher-activity groups.

To pupils, we stress the importance of keeping the body in excellent condition. Adults, such as teachers under pressure of school duties, are likely to forget that this principle is also applicable to them.

At the opening of the school year, many teachers "intend" to take regular exercise, but after a few weeks the exercise is "conspicuous by its absence." Week-end hikes fail to materialize due to accumulated duties, and after all it's so much easier to drive than to walk!

Why not demonstrate that we feel this habit of exercise is an asset to adults, so that after pupils have graduated they may remember our example, and continue to enjoy scheduled physical exercise and recreation?

The example will be doubly good because teachers are likely to be most interested in games that require simple equipment, and these same games or sports will prove easiest for the students to continue after graduation.

### Many Practical Benefits

Several other benefits will doubtless result from this practice: another bond of interest between pupils and teachers will materialize, increasing classroom interest and decreasing disciplinary problems; also the teachers will become more efficient and relaxed, and display added resistance to the energy-sapping common cold. More vigorous personalities and better understanding of pupil problems will appear.

Thorough annual physical examinations should doubtless be made by school doctors, at no expense to examinees. For the first several years these examinations might be optional with the teacher. The best time might

be in the spring, since at this time teachers, at least, are not as rushed as in January and June.

Also, one's vitality is likely to be lower after the winter's work with its somewhat adverse weather conditions, and thus defects would be more evident. The results of the individual examinations should be expressed in the form of suggestions and recommendations to the individuals concerned. It is assumed that these people will be sufficiently interested in maintaining themselves in optimum condition, to have the examination and take part in suitable and regular activities.

Most of us realize that life is a long series of choices, and that intelligent choosing with a little effort will enable one to retain or improve his measure of good health. Teachers will be more inclined to slight this opportunity than to abuse it.

### Improved Personalities

Such a program should not mean any lengthening of the school day, or further complication of the schedule, or the giving up of one's so-called free period which might be better named a "catch-up" or "preparation" period. Even 20 minutes on two or three days each week, regularly scheduled and kept, without responsibility concerning pupils, should be a good step toward improved personalities.

**I**f we seek further justification of this program that will undoubtedly increase teacher efficiency, we need only note recent developments in our own and other nations. In the United States, the trend is undeniably toward more consideration for the welfare of the individual. Shorter working hours with little reduction in pay, better use of increased leisure time, and reduction of industrial and traffic hazards are illustrations.

Some large corporations seem to be sufficiently convinced of the value of this physical-exercise and recreative phase of employee welfare, to allow time and to encourage participation in suitable activities, governed of course by the physician's recommendations.

We read the foreign news, and realize the widespread emphasis on the value of physical exercise and development. Whether this is considered a means to military ends, as in certain countries, or a way to peaceful happiness and efficiency as in others, its importance is very evident.

So it seems that several benefits will appear from the adoption of such a teacher-activity as a part of our school program, and it is hoped that discussion will be stimulated to this end. Results may be in direct proportion to our actual practice of this principle which most of us accept as theoretically sound.

## TEACHING FOR DEMOCRACY

*William C. Shriner, Glenview Elementary School, Oakland*

**T**HAT democracy in America is today threatened at home and abroad, many are convinced. This situation presents the teaching profession with a challenge. Educators are agreed that this challenge must be met by inculcating in American youth an understanding of and a faith in our democratic institutions.

Yet as to the all-important and basic question of how to effectively transfer this faith into practical teaching methods, many are at a loss. There is no one solution to the problem. The answer lies in effectively combining a number of different methods, no one of which may in itself produce the desired result.

Teachers must wisely utilize all of the many daily opportunities that are presented to them to further the pupils' love for, faith in, and understanding of our democratic system.

### Direct Experience Is Best

Basic in the modern philosophy of education is that pupil-growth comes through direct experience with diverse situations. A child learns to read by meeting and solving many reading problems. The same is true in the learning of arithmetic, writing, and all of the other subjects in our curriculum. Teachers set up in the various fields of learning, situations involving worthwhile experiences for the pupils. Through these experiences comes learning.

It is only logical then, if teachers are desirous of pupil-growth in the understanding of the democratic government, that they provide pupils with opportunities to have successful experiences with democratic methods.

Our democratic government depends upon the ability of the individual citizen to wisely choose, plan, execute, and evaluate, in all matters of public concern.

Although such ability comes only through experiences in these various activities, in too many classrooms the teacher or supervisor does all of the choosing, planning, executing, and evaluating.

Pupils are told by the teacher "to do this because I tell you to," or "not to do this because I tell you not to."

There are many unused opportunities presented daily in every classroom for the pupils to share in the choosing, planning, executing, and evaluating of the classroom work. Under the wise guidance of the

teacher the pupils can be given a share in them. A unit on the California Redwoods, is to be started, for example. Certainly under the teacher's leadership, the pupils can be given an opportunity to choose what important topics are to be studied and to plan some of the activities. Certainly, as the unit progresses and after the unit is completed, the children can be given opportunities to evaluate what they have learned. Such a teaching method results in better pupil-learning, and (perhaps this is of more significance) it gives children a chance to grow in, and to understand better, the basic democratic processes.

### Unused Opportunities

Two other unused opportunities to progress a little further towards this same objective commonly present themselves in most classrooms. They are perhaps so trivial, and in and of themselves so unimportant, as to be often overlooked. Yet it is only through attention to such seemingly trivial things that the major objective is to be realized.

For example, in a certain class, hisses and boos by the members of the class greeted the mention of certain foreign rulers. Furthermore, a teacher attended a theatre and there heard a similar demonstration, not only by the pupils but by the adults as well. As intelligent individuals, as well as members of a democratic country, such actions are inappropriate. The democratic system depends upon the intelligent thinking and actions of its citizens. It cannot long exist if such thinking is to be replaced by emotional, thought-lacking demonstrations. As each opportunity to correct these actions presents itself each teacher must meet the situation.

Teachers are duty-bound to teach their pupils (and such teaching can be begun low in the grades) that hissing and booing will solve none of our problems, but rather will hinder their solution and are evidence of lack of thought.

And pupils must also be taught that it is only through critical thinking that this country's problems, as well as the problems of the world, can be dealt with effectively.

**F**INALLY, and although this point is unrelated except in general theme to the others, it is mentioned because it is another unused opportunity to progress toward the goal of pupil understanding of our democratic processes. Although in all of our schools, and in many of our social groups, the Pledge of Allegiance to the Flag is recited, many pupils have little conception of its meaning.

Certainly some pupil-growth in the un-

derstanding and implications of the American form of government would result if pupils recited this Pledge with some conception of its meaning.

It would be time well-spent for every teacher, elementary as well as secondary, to take school time to examine with the pupils the meaning and implications of the words used in the Pledge, and of its meaning as a whole.

Certainly if teachers and pupils together worked out some such meaningful recitation as the following, an unconscious growth in the love for and belief in our form of government would result.

I pledge Allegiance to the Flag of the United States of America — pause — and to the Republic for which it stands — pause — one nation — slight pause — indivisible — pause — with Liberty and Justice for all.

If teachers, then, are to meet the challenge presented to education they must do it by utilizing to advantage all of the opportunities they have — (no matter how trivial they may seem) — to inculcate in the American youth an understanding of and belief in the democratic philosophy of government.

\* \* \*

### Childhood Education

**M**ILWAUKEE will be hostess city to the 47th annual convention, Association for Childhood Education, April 29 to May 3, 1940.

A program of study classes, studio groups, general sessions, business meetings, and social events is being planned around the theme Broadening Educational Opportunities in Your School. Edna Dean Baker, National College of Education, Evanston, Illinois, will direct the work of study classes and studio groups.

Many who attend the business meetings of the conference will be individual and life members of the Association, and delegates from local and state groups, but all will be welcome.

At the close of the present fiscal year, Association for Childhood Education had more than 4,000 individual and life members, 28 state groups, and 378 local branches, with approximately 30,000 members. To carry out its purpose of promoting the progressive type of education in nursery school, kindergarten, and primary grades, the Association serves its members through the publication of a magazine, educational bulletins, and a Yearbook; the maintenance of working committees; the giving of personal information service to teachers. Executive Secretary: Mary E. Leeper, 1201 Sixteenth St., N. W., Washington, D. C.

## ADELA

*Margaret Childs, MacIntyre School, Pacific Palisades, Los Angeles County*

**A**DELA is like a silent cloud — sometimes dark and troubled, at others — filled with light. Although she is constantly singing or talking to herself, she appears to be the quietest child in the nursery school. Adela seems to possess a deep peace within herself.

Her olive-brown skin is without a blemish. Her straight black glossy hair is no blacker than her eyes, which gather darkness and fire and yet are always kind. They shed a soft radiant light like a star.

### Good-Natured, Self-Reliant

Adela seems to live within a nebulous world which she herself has created and cannot live apart from. She is so entirely at peace with herself that she has little need of the other children. But she is not unsocial and is always quick to learn and very observant.

We have never known Adela to be unduly disturbed or excited. No child is better-natured, no child more willing to cooperate or take part in activities when invited to do so. No child in the school is more self-reliant. Without doubt she could entertain herself for hours at a time doing apparently nothing but walking about or holding a doll or sitting in an almost motionless swing. And always she would be talking or singing to herself.

Her voice is as "dark" as her eyes. She speaks in deep, low tones, almost hoarse. There is no mistaking what she means, for she speaks good plain English and right to the point. There are no words wasted and no flights of fancy. Only Adela knows what inhabits that fascinating world from which she gathers such poise and understanding.

She likes her nap. After an early lunch it is our custom to allow the children a quiet play period before sleeping. Several times we found Adela in bed when it was time for the children to come in for naps. We

explained to her that she could play and sent her outside. But the next day she would be tucked in so neatly that we inquired among ourselves to make sure that she had not been put there. Almost daily, the cloud-like Adela would all but float past children and teachers unnoticed and into the bedroom. We soon found it best to let her have her way. Sometimes she would lay quite motionless for more than an hour before going to sleep. Occasionally her lips would move. Adela was still talking to "herself."

### The Doll House

Her chief joy is the doll-house. The place is never in such immaculate order as when she has been playing there. And no rag-doll was ever favored with more gentle, loving and efficient care. She sings and talks to her baby in almost inaudible monotones. If one should notice her, she smiles faintly as if over-burdened with the responsibilities of motherhood. This feeling is genuine with Adela. She never acts for the benefit of an audience. Her devotion is so complete that she seems to have lost herself in the consciousness of her rag-doll child.

Adela chooses only certain times to play in the doll-house, waiting until the other children are busy at games, stories, painting and the like. Then she will slip away so quietly that she is not missed. If other children come to play she receives them as guests and proceeds to direct their activities, sometimes without speaking a word. However, if the place becomes too disorderly, or if some child handles a doll

### Long Beach Code

**K**EENNETH E. OBERHOLTZER, superintendent, Long Beach City Schools, and his associates, merit hearty congratulations upon the excellent Administrative Code and the Rules and Regulations of the Long Beach City Schools, a 56-page handbook, recently issued.

Part 1, Administrative Code, defines the school districts, describes general organization of the schools and covers board of education, executive officers, educational staff, business staff, instructions on duties. Part 2 gives the rules and regulations, — general, principals, teachers, pupils, caretakers.

roughly, Adela's face becomes clouded and her lips pucker out remarkably. She looks at the offender through what seems to have mysteriously become dark, shaggy brows. And she utters a deep-voiced reprimand.

If too many guests arrive, Adela gives up and leaves. A moment later she may be found contentedly walking about the yard with a stick in her hand as if looking for something. Or, she may be just sitting on the summer-house steps — any place that the other children have abandoned. She may still be talking Mexican to the doll she left behind or perhaps singing a Mexican nursery rhyme.

If you should ask her to sing it for you she will do so without hesitation. If you should ask her six times, to sing it again — she would do so willingly and without the slightest variation. She likes method and exactness and at the same time probably spends most of her young life in a world of fantasy. Adela is quite ready to abandon her dream when the external world demands her attention, but sometimes one must speak twice before she has heard. On the other hand, the most interesting bit of clay-work will be laid aside good-naturedly when teacher announces "Time to drink milk," or when it is her turn to see the nursery school doctor.

**I**N Adela may be found at once the loving, yielding woman and the stoic of old Mexico; the native who has developed a desperate calm — almost cruel — in order to save her very soul from the torment of invaders.

\* \* \*

### Intercultural Education

**A**CONSTANT, affirmative emphasis on democracy in all its essentials and implications is the keynote of educational thinking today. Facing the challenge of totalitarian systems with their spawn of race, religious, and class hatred, American educators are conscious as never before of the necessity of definite action within the schools to counteract the rising tide of intolerance.

Teachers who are looking for help in this imperative task should know the work of the Service Bureau for Intercultural Education. It offers a positive curricular approach to the problem of intergroup prejudice, expert service where friction threatens, and practical aids for the classroom teacher, based on 15 years study and experimentation.

Among its direct services are teachers manuals on intercultural education at primary, elementary, and junior and senior high school levels; 100 classroom units designed to be used in various high school departments, containing suggestions for class activities and assembly programs. Send for publications list, prices, and full information to Service Bureau for Intercultural Education, 300 Fourth Avenue, New York City.

## DREAM COME TRUE

*Leonore C. McCrystle, Teacher, Woodfords School, Alpine County*

I AM a little American girl, in keeping with the theme . . . .

Two years ago, I met a group of Indian children who lived on the remote eastern side of the Sierra. I had spent my childhood right by the sea . . . so we were far apart as to background.

As I felt in the beginning, we should have had a lot of things to tell one another. . . . And I was right!

One evening, shortly after I had arrived, and a few days before I was to become "Teach" to them, I sat on a boulder in the Carson River, painting by the last rays in the sun's light. It was beautiful country . . . and I was singing a little.

Out of nowhere came "I can sing, too" . . . and there, on a higher boulder, silhouetted against the sky, sat a little Washoe boy. I told him I'd be delighted to hear his song. . . . Followed some of the most charming music I have ever heard . . . the Washoe chants that accompany their circle dances.

Reggie and I became friends on sight . . . and his little sister, Wilma, too . . . who was little and with wide slant eyes came to school the next Monday morning for the first time.

### Many Happy Days

It would take a volume to tell of the many happy days and amusing experiences that have passed . . . and the many interesting things that have been ours together . . . these 25 little Washoes and I . . . since that first friendly overture in the evening at the river.

For all the things they brought from their life to me, I had always tried to bring them from mine, those things of which I had learned, that I thought to be most worthwhile, and which would make them most happy.

One of my great dreams was that the children should be able to see the ocean . . . a boat . . . even to ride on a ferry . . . to see the strange animals in the zoo, and the myriad-colored fish of the aquarium that I'd always liked so well. Never did they have an opportunity for free reading, but that I'd find little groups of them gathered around the pages of the encyclopaedia where these hosts were gathered . . . and excited comments on their strangeness.

A few weeks ago, I found myself crossing the passes to California's valleys and coast, with eight excited little Indians. . . . There we were, those eight little Indians and I . . . happily packed like sardines . . . in a 2-door sedan.

Nor could I, without a volume, record all the "Loooooooooks" that emanated at every-

thing from such simple ones as a house with the door open with "cumps" on the table, that the littlest girl saw, to the seaplanes landing and taking off in the bay waters, and the tall buildings of San Francisco . . . the bridges, trolley cars . . . and that strange place, Chinatown . . . where the people write in Chinese on the doors and windows of their houses and stores. . . .

### Trip to Fairyland

The ferry-boat that took us to the Exposition was indeed something from a fairy-book to them . . . how they hung over the sides and watched the water!

BUT really, the purpose of this was to give excerpts from some of their unique reactions to it all. One child says . . . "I am a little Washoe girl, I am eight years old . . . I like the pretty lights on the fair at night time, and the ferry-boat . . . I leaned over and looked at the water all the way . . . I liked the men who played music. One had a violin . . . he was funny."

One boy . . . (15) . . . "Before we got to the fair, I could see the lights from Berkeley . . . it was lit up with many-colored lights and looked like a fairy-land. The most interesting thing at the fair, to me, was four men playing music in the Recreation Department of the Federal Building. They played "Ranche Grande" for us . . . we enjoyed it very much. . . . Then we went to the Indian exhibit . . . there we saw a woman of the Papago tribe weaving a basket . . . she wove differently from our mothers, who also weave fine baskets . . . there are some of them at the fair, too. . . . In San Francisco, I enjoyed the zoo and

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F. M. Duckles, field secretary, Pacific Zone, American Society for Hard-of-Hearing (address, P.O. Box 173, Berkeley), reports that 56 of the 58 California counties have begun work in the detection and prevention of hearing-loss among school-children; 41 counties have made fairly complete surveys during the past 2 years.

Competent experts declare that 80% of all impairment of hearing could be prevented if treated in time. A study of school districts, where a follow-up program has been carried on, reveals that 50-80% of the children with impaired hearing either have had their hearing brought back to normal through medical treatment or have shown marked improvement.

monkeys most . . . I see three little monkeys in a cage. They were playing on a swing and tree. Then I see three elephants there . . . and a big tall giraffe."

Another little girl . . . (11) . . . "I like the airplane . . . it was big, we went in and looked around. It was a bombing plane, and had guns in it. In San Francisco, I liked the aquarium best . . . I liked the alligators there. I watched one of them a long time . . . he looked like he was smiling." . . .

A boy (15) . . . "We crossed the Bay in a ferry-boat and started walking in those buildings . . . we saw some Navajo Indians making silver jewelry in the Indian building. There were many baskets there, and a Papago woman weaving one. There were buckskin shoes and things from other tribes, and some baskets from our own. . . . In San Francisco, we went through Chinatown. There the people write in Chinese on the windows of their houses and stores. There were many show-houses in San Francisco, and flowers for sale on the street." . . .

### San Salvador Band

A girl (13) says . . . "The thing that I liked best at the fair, was the marimba band that played in the San Salvador Building. I and Teach wanted to stay and listen to it, but the little boys and girls were tired, and wanted to sit down. . . . On the way home, we went to the University of California . . . there we rode in the elevator in the Campanile tower . . . none of us had ever ridden in an elevator before, and it made our stomachs tickle. We saw some bones of prehistoric animals that were stored there, too . . . and the elevator man told us about them . . . it was very interesting." . . .

A little girl (9) . . . "I saw a lot of things . . . I liked to ride on the rabbit that goes back and forth on the merry-go-round." . . .

A boy (11) . . . "I never saw such tall buildings as I see in San Francisco . . . nor a house with as many stairs as the house where we stayed. I liked the ocean . . . and I like to go back and look again."

And I hope that they all do. . . .

\* \* \*

Association for Childhood Education issues many bulletins of help to teachers of young children. Six recent bulletins of much practical service are,—A Study of Reading Workbooks, Uses for Waste Materials, School Housing Needs of Young Children, Bibliography of Books for Young Children, Equipment and Supplies, Selected List of Ten-Cent Books.

Address Mary E. Leeper, Executive Secretary, 1201 16th Street Northwest, Washington, D. C.

## CLASSROOM TEACHERS

C. T. A. SOUTHERN SECTION, CLASSROOM TEACHERS DEPARTMENT

*Genevra P. W. Davis, Teacher, Belvedere Elementary School, Los Angeles; President of the Department*

**C**LASSROOM Teachers Department, C.T.A., Southern Section, recognized the importance of the N.E.A. by sending eight delegates to the N.E.A. Convention at San Francisco: Grace Austin, Covina; Wayne Bowen, Los Angeles; Guidotta Lowe, Oxnard; Pauline Merchant, Garden Grove; Jane Nixon, Mentone; Ralph Rich, lately of Corona, now assigned to George Washington High School in Los Angeles City; Martha Seidl, Riverside, and Genevra Davis, Los Angeles.

### Other Delegates

Flora Cohn, past-president of the Department, and Mrs. Laurel O. Knezevich, members of the executive board, went as delegates from Los Angeles Elementary Teachers Club. We were happy to have a good friend of ours, Leonard Bowman of Santa Barbara, elected as N.E.A. State Director.

The Classroom Teachers Department was represented by Mrs. Pauline Merchant at the ever-progressive League College at Stanford, where she had opportunity to study her favorite theme, Education in Democracy.

The stimulating advance of democratic functioning of the N.E.A. was apparent in the kindly and impartial administration of Reuben Shaw, the *classroom* president of the N.E.A., and the keen foresight and good judgment of Donald DuShane, the tenure chairman, who has been endorsed by the Indiana Teachers' Association as a candidate for the N.E.A. presidency in 1940. Mr. DuShane is a superintendent whose high office has not clouded his democratic vision and has had the courage to investigate and report political and economic intimidation of teachers.

The N.E.A. has given us an inspiration and an added impetus to be more

mindful of our own California problems such as the health of children and the plight of migratory families who may be spared great suffering and lowering of morale by employment planning such as Congressman Voorhis advocates. Improved federal and local camps would aid. By improving the health of the children, educational chances in a democracy are greatly increased.

Other problems are: 1. Civil Service, which now lacks public hearing and in many cases no assurance of continuity of service in a lower position during the probationary period in an advanced position.

2. The 30-Thursday proposal. Many teachers are anticipating pensions for themselves and most of their pensions would and do come from public funds. Taxes may be paid in "Ham and Eggs" scrip. Should these funds prove worthless, as perhaps they will, all pensions would be nullified. It is commendable that teachers are in sympathy with pensions for all. First we should find a workable

pension system before we plunge the State and the schools into financial chaos.

Ask yourself these four questions:

1. Do I wish to spend \$1.04 for every \$1.00 I wish to save? See Sec.\* 6, Paragraph 5, and Sec. 21, Paragraph 3.

2. Will \$20,000,000 of bonds, with indefinite future, be sold? See Sec. 19, paragraph 1.

3. How much will it cost to set up almost as many banks as there are now banks of deposit in the State? See Sec. 25.

4. Can the average business of the State safely assume an estimated approximate business revenue many times the present average?

**A** WISE political science principle is always to revert to the former management of revenue in case the new method does not prove satisfactory. I fail to see where the 30-Thursday plan provides this safeguard.

\* These references refer to sections of the proposed 30-Thursday constitutional amendment.

\* \* \*

Extension Division News, published by University of California Extension Division Los Angeles Office, is now in its fifth volume; Ann Sumner is editor with offices at 815 South Hill Street, Los Angeles. Dr. Leon J. Richardson of Berkeley is director emeritus. This excellent publication is of practical value to all who are interested in the extension courses of the State University.

## AMERICAN EDUCATION WEEK

**E**DUCATION for the American Way of Life is the general theme for 19th annual observance of American Education Week, November 6-11.

The daily topics are built largely around the spirit and materials of the Educational Policies Commission in its report *The Purposes of Education in American Democracy*.

American Education Week is sponsored by National Education Association in cooperation with American Legion, United States Office of Education, and National Congress of Parents and Teachers, and with the support of many other organizations.

American Education Week, as a vital phase of the program of interpreting the nation's schools to the people, becomes increasingly significant as a time for rallying

the American people to the defense of the schools.

Insistent demands for funds for relatively new social functions make it imperative that the development of public opinion in behalf of the schools be uppermost in the minds of educational leaders.

1939 is a good year to begin or to improve your observance of this occasion. Discuss the purposes of education with parents and citizens during this week. Show how your schools are achieving these objectives. Consider needed advances with the people.

As in previous years National Education Association has prepared materials to assist schools in planning for this observance including colorful posters, leaflets, stickers and packets containing special folders for various school levels prepared by field committees in various sections of the United States.

# ACTIVITY RATING

IN SAN LUIS OBISPO SENIOR HIGH SCHOOL

*Henry A. Cross, Vice Principal*

**I**VERLOADED student programs in the senior high school represent a serious problem in student guidance. Recognizing this problem, a committee of teachers in the San Luis Obispo Senior High School devised an activity rating plan designed as a partial solution to the problem.

The committee consisted of Carmel Anderson, chairman, Elizabeth Arnot, Ida O'Brien, Orion Wray, Agnes Stoodley, Hervida Domas, and Fred Petersen. Purposes of the plan are:

1. To improve quality of participation in activities.
2. To stimulate students to make choices.
3. To enable more students to receive values inherent in activity participation.
4. To guide students in determining and engaging in a reasonable activity load.

Each high school student is subject in his activity program to the following conditions:

1. Each student is automatically a member of the Student Body Association.
2. Each girl is automatically a member of the Girls League.
3. Each student is a member of a class organization—10-B, 10-A, 11-B, etc.
4. At any one time a student is entitled to participate in not more than 2 major (marked A) and 2 minor (marked B) activities or in one major and four minor activities. But his minor participation is not to exceed 4 at any time and his major participation is not to exceed 2 at any time.

A careful survey of activities engaged in by all students resulted in the following check list. Those marked with an asterisk (\*) are out-of-school activities. "A" indicates a major and "B" a minor activity.

1. Art club
  - a. President (A)
  - b. Welfare representative (A)
  - c. Others (B)
2. Athletics — boys inter-scholastic (football, basketball, tennis, track, baseball) (A)
3. Athletics — girls extra class (B)
4. Band
  - a. Student director (A)
  - b. Drum major (A)
  - c. Manager (A)
  - d. Membership (B)
5. Boy Scouts (B)
6. Bridge Club (B)
- \*7. Baptist Young People's Union (B)
- \*8. Campfire Girls (B)
- \*9. Christian Endeavor (B)
- \*10. Church Choir (B)
11. Class organizations
  - a. President (A)
  - b. Welfare representative (A)
  - c. Officers other than above (B)
12. California Scholarship Federation
  - a. President (A)
  - b. Welfare representative (A)
  - c. Others (B)
- \*13. Dancing club (B)
- \*14. Dancing lesson (B)
- \*15. De Molay
  - a. Officer (A)
  - b. Member (B)
- \*16. Derbyites (B)
17. Dramatics
  - a. Major part — 3-act play (A)
  - b. Major production asst. — 3-act play (A)
  - c. Others (B)
- \*18. Epworth League (B)
19. Foto Fans
  - a. President (A)
  - b. Membership (B)
20. Future Farmers of America
  - a. Welfare (A)
  - b. Membership (B)
21. Girls Athletic Association
  - a. President (A)
  - b. Welfare representative (A)
  - c. Point recorder (A)
  - d. Play Day chairman (A)
  - e. Others (B)
22. Girls Athletic Honor Society
  - a. President (A)
  - b. Welfare representative (A)
  - c. Others (B)
23. Girls League (every girl a member)
  - a. President (A)
  - b. Welfare representative (A)
  - c. Major office (A)
  - d. Group chairmen (A)
  - e. Minor office (B)
  - f. Membership (no rating)
24. Girls Reserve
  - a. President (A)
  - b. Welfare representative (A)
  - c. Major chairman conference (A)
  - d. Others (B)
- \*25. Girl Scouts (B)
26. Girls Reserve Ring Club
  - a. President (A)
  - b. Welfare representative (A)
  - c. Major conference chairman (A)
  - d. Other chairmen (B)
  - e. Membership (no rating)
27. Glee Clubs
  - a. President (A)
  - b. Welfare representative (A)
  - c. Others (B)
28. Hi-Y
  - a. President (A)
  - b. Welfare representative (A)
  - c. Others (B)
29. Inter-school Relations Council
 

Membership ex officio and included in other ratings (no rating)
- \*30. Japanese School (B)
31. Lantern (school paper)
  - a. Editor (A)
  - b. Business manager (A)
  - c. Others (B)
- \*32. Lodges (B)
- \*33. Music lessons (B)
- \*34. Night school (B)
35. National Youth Administration
  - a. Full-time (each 20 hrs. per month) (A)
  - b. Part-time (each 10 hrs. per month) (B)
36. Office workers
  - a. Full-time (one period daily) (A)
  - b. Part-time (less than one period) (B)

37. Orchestra
  - a. Student leader (A)
  - b. Student manager (A)
  - c. Others (B)
- \*38. Rainbow
  - a. Officer (A)
  - b. Member (B)
- \*39. Sea Scouts (A)
40. S.O.S. (B)
41. String ensemble
  - a. Membership (B)
  - b. Officer (B)
42. Student body
  - a. President (A)
  - b. Vice-president (A)
  - c. Secretary-treasurer (A)
  - d. Social commissioner (A)
  - e. Program commissioner (A)
  - f. Publicity commissioner (A)
  - g. Finance commissioner (A)
43. Tennis Club — Girls
  - a. Membership (B)
44. "Tiger" Staff (Annual)
  - a. Editor (A)
  - b. Business manager (A)
  - c. Other staff members (A)
45. Welfare
  - a. As rated elsewhere
46. Woodwind Ensemble
  - a. Membership (B)
  - b. Officer (B)
47. Work for pay — outside of school
  - a. Each 20 hrs. per month (A)
  - b. Each 10 hrs. per month (B)
48. Yell Club
  - a. Membership (B)
49. 4-H Club (B)

The plan was discussed with a large number of students by the committee. The committee members soon realized that students appreciated the overloading problem as well as they. The students didn't know how to solve it but were willing to cooperate with the committee in any plan that promised relief or improvement.

Some of them realized that their individual-activity loads were too heavy. Some signified a desire for more activity. Some realized that there was little rhyme or reason to the whole activity program as organized. Some sensed the desirability of spreading the honor load among more students. Most of them recognized that much that is desirable could come from a well-balanced and reasonable load.

The teachers were pleased with the attitude of the students. Together they decided to put the plan into operation at the beginning of the second semester of 1938-1939.

A card was devised on which were listed all of the school activities and on which space was reserved for out-of-school activities. Opposite these in appropriate columns for semesters and years, space was reserved for recording the "A" or "B" rating. A portion of the card is shown in the accompanying illustration.

Once a month during a given period of the day the cards are distributed to students who check the activities in which they are engaging. Activities which are entered during a semester after the first check are recorded in colored pencil. Those in which the student is no longer engaged are encircled in pen or pencil. This keeps

Students Name \_\_\_\_\_

ACTIVITIES	Last	First	19	19	19	19	19
	19	19	19	19	19	19	19
	Sem	Sem	Sem	Sem	Sem	Sem	Sem
1. Art Club	1	2	1	2	1	2	1
a. President							
b. Welfare Representative							
c. Officer other than above							
d. Membership							
2. Athletics—Boys' Inter-school							
(Football, Basketball, Tennis, Track, Baseball)							
a. Squad Members							
b. Managers							
3. Athletics—Girls' Extra Class							
4. Band							
a. Student Director							
b. Drum Major							
c. Manager							
d. Membership—Fall Semester							
Spring Semester							
5. Class Organizations							
a. President							
b. Welfare Representative							
c. Officers other than above							
d. Chairman Junior Prom							
e. Chairman Junior Prom							
Decorating Committee							
6. C.S.F.							
a. President							
b. Welfare Representative							
c. Officer other than President or Welfare Representative							
d. Membership							

LAST NAME

FIRST

*Above is Shown the Activity Record Form*

the activity record up-to-date. Whenever questions as to authenticity of record are raised a check is made against the list of students in various clubs, or by other means.

After the record is made, office assistance checks to see that the individual load is within the limit permitted. A list of non-conformers is made and the counselor in conference with the student involved changes his load in keeping with the plan.

ONE of the most significant findings after the first checking was the large number of students who have no activity-load other than that common to all. Many of

these students were sought out and encouraged to enter some activity, which most of them were eager to do.

Another significant finding was that the honor-load was carried by a small number. These students were relieved of some of load and both teachers and students were gratified to learn that there were many students in the school who possessed qualities of leadership little suspected before.

To date the plan is a success. Continuous checking is necessary if its success is to continue, but with the routine well established, the work involved is not as great as that of periodic grade recording. The results are well worth the effort expended.

## A SURPRISE

*Playlet, Written by Children of Kenyon School, Shasta County and Presented as a Part of the Closing Day Exercises; Mrs. Alice Larsen, Teacher*

Scene: Schoolroom.

Characters: Children and teacher.

Kenneth — What's that noise? It sounds as if it came from this table.

James — I heard that noise last night but I couldn't find out what it was.

Kenneth — Let's see if we can find it. The sound seems to come from the box on

this shelf under the table. I'll open it and see what's in it. Oh, it's a butterfly. Isn't it pretty!

All — Let me see! Let me see!

Teacher — Quiet, children! You may see it, but be quiet and don't crowd. Kenneth, put the box on this desk and then all can see.

John — What a pretty thing!

Reta — Why are its wings folded up like that?

Kenneth — Its wings seem to be broken\*. It was too crowded in the box.

Ruby — It looks just like a butterfly Reta has at home, only the wings on hers are spread out.

Reta — I wonder what kind of a butterfly it is?

Charles — I don't think it is a butterfly, it looks more like a moth. See how hairy it is?

Frank — I know what kind it is. We call them timber moths.

Teacher — Frederick and Charles may look in our reference books and find out what kind of an insect it is.

Frederick — Here is a picture that looks like it. It is called the Cecropia Moth. They have heavy bodies.

Charles — And their bodies are reddish.

Frederick — And the bodies are banded with black and white lines and the wings are marked like this one.

Charles — Its cocoon is double and can be found attached to trees in the late summer.

Teacher — What kind of a cocoon did this moth hatch from? It must still be in the box.

Kenneth — There is only one cocoon in here, so it must be the one. It's a queer-looking thing.

Ruby — Why, that's the cocoon I brought to school last fall.

Kenneth — How did it get out? I don't see any opening in it.

Ruby — Yes — here it is, see! There's a little hole in the end.

Kenneth — Let's open it and see if it is double. I'll pull it open. Maybe — Gee, this skin is certainly tough!

Ruby — Here, I'll help you. You take one side and I'll take the other. Now pull. It doesn't pull so easily, does it? Get your knife, Kenneth, and cut it open.

Kenneth — Okay. Here goes! See, it is double. How nice and soft it is on the inside and how tough the outside is.

James — The cocoon and the moth are both just like the description in this book.

Frank — It's a Cecropia, all right, though we've always called them timber moths.

Patty — What are you going to do with it?

James — Why, put it in our insect collection, of course.

Patty — Okay. Here's the gas bottle. Put it in.

Kenneth — We might as well. It can't live anyway, crippled as it is. So here goes. We'll mount it after awhile. It will be a nice addition to our collection.

John — And we have learned about one more insect, as well.

\* If this cocoon had been hung on the wall or other unconfined space, the moth, upon emerging, could have at once fully expanded its wings, while they were still moist.—Ed.

## AN ADJUSTMENT FORM

S. S. Stansell, Supervisor of Attendance, Taft Union High School and Junior College, Kern County

**W**HAT to do with high school students who are habitual truants those who cut classes occasionally, or who are tardy, is a burning question among superintendents and principals, as well as supervisors of attendance, for obvious reasons.

In the Taft Union High School, with an enrollment of about 1,200, this problem has been one of grave concern over a number of years. Detention both after school and at noon was tried with some success, but experience showed that there was little adjustment value in this procedure. When detentions were given, the next thing the student had in mind was to cut detention which, of course, made matters worse.

Consequently, steps were taken toward adjusting pupils rather than punishing them. A few workable ideas began to emerge into an adjustment program in October 1938, which is given below.

For the first offense Form 1 was used. Various other test forms were filled out also on such subjects as: safety education, questions on city government, questions on school, etiquette, Boys Federation, Girls League, and various others. It was felt these had at least some educational value, but the real response, however, was derived from the fact that on the second offense the student was suspended and the parents were forcibly brought into the picture.

This is as it should be, for about 90% of school trouble is traceable to the home. However, just as soon as the child's conduct brings the parent into conference with the authorities, the parent begins to take action, which is usually in favor of the school. Of course, there are times when parents feel that their sons and daughters are abused, but often the students will come to the rescue in this situation when the question of abuse is put up to them and will acknowledge their fault.

The third offense — we had only four in as many months — resulted in the student being suspended for three days and with reinstatement depending on parents accompanying student to school and further vouching for his conduct.

We had no "fourth" offenses which would probably have resulted in a two-week suspension, expulsion, or similar drastic action. If offenses merited, boys would presumably have been sent to Forestry Camp, and girls placed in foster homes or sent to the Ventura School for Girls. We so far have avoided this fourth penalty.

After using this initial adjustment program for several months, we still did not

feel that proper and adequate education adjustment was taking place. Consequently we have now produced what seems to be, from our present experience, an adjustment form which will do what it purports to do, that is, "adjust."

Our new revised form comprises 8 mimeograph polls and is too extensive for inclusion in this article. This Adjustment Form is an attempt to get at the basic causes of lack of adjustment and to enlist parental aid in correcting the situation. A

copy will be sent to any California school worker who is interested.

In this new form, three tardies to study-halls are treated as a cut, but so far there have been no suspensions for this cause. Classroom teachers handle tardy students to their classes by deciding upon the excuseability of the act, according to the reason given by the student. For three unexcused tardinesses, the student's semester grade is lowered one point in that class. The teachers are urged to contact the student's counselor in cases of excessive tardiness.

The guidance program is organized on the basis of 16 counselors, one for each high and low group, boys and girls, — women counselors for girls, men counselors for boys.

The Adjustment Forms are finally turned

### Form 1. First Page

#### TAFT UNION HIGH SCHOOL

Date.....

To:.....  
The enclosed questions are being assigned to your.....  
In lieu of the assigning of detentions for cutting school.

We desire the cooperation of the parents in this matter and ask that they do their best to influence the student to attend school regularly and refrain from cutting any more classes.

In the event further difficulties arise with the student from cutting classes, etc., it will be necessary for the parent to come to school and make proper adjustments for the student involved before he will be allowed to return to school.

This set of questions is to be completed in the study hall or may be taken home for completion. Your immediate attention to this matter is necessary for the welfare of the student.

Very respectfully yours,

S. S. STANSELL,  
Supervisor of Attendance.

193 .....

This set is to be completed and returned to Mr. Stansell by.....  
This series was completed by.....  
on..... 193 .....

The page on Family Relations, which was a part of the above form, was helpful as it gave a great deal of insight into the students home life.

### Page on Family Relations

#### FAMILY RELATIONS

1. With whom do you live? — Name all members of the family.....
2. Who makes the living?.....
3. Do both father and mother work?.....
4. Who is the head of the household?.....
5. Do you always obey father ..... Mother? .....
6. Do you think you should obey your parents?.....
7. Do you respect father? ..... Mother? .....
8. When do you leave home for school in the morning?.....
9. About what time do you arrive at home evenings after school?.....
10. How many nights each week do you go to the movie?.....
11. How many nights each week do you spend elsewhere, away from home?.....
12. How much of your time do you spend at home evenings?.....
13. Do you have a suitable place to study at home?.....
14. Do your parents have time to help you with difficult school subjects?.....
15. Do you discuss home conditions with the family?.....
16. Are you permitted to discuss current news, etc., at table?.....
17. What is your ambition in life?.....
18. What work do you do at home mornings? ..... Evenings? .....
19. What do you do Saturdays?.....
20. What do you do Sundays?.....
21. Do you drive a car to school?.....
22. If you drive a car, who furnishes you with gas and oil?.....
23. Do you have a hobby?.....
24. If so, what is it?.....

over to the students' counselor for the counseling information which they contain and then filed in the students' cumulative folder.

**T**HE percentage of attendance has been rapidly increasing over the last four years as indicated by the following figures:

1935-1936 the A.D.A. was 94.52% of enrollment.  
1936-1937 the A.D.A. was 95.30%.  
1937-1938 the A.D.A. was 96.80%.  
1938-1939 3 quarters only, 97.26%.

This is the result of persistent checking by principal, supervisor of attendance, nurse, attendance clerk, and others, and the fact that each year we are getting better acquainted with a larger number of students by the methods heretofore described and learning their eccentricities and their idiosyncrasies.

We learn who their best friends are, because "cutting" usually occurs in pairs or groups. When Bill is out, Oswald is also liable to be out, and if they are both out the chances are about 90 to one that they are together. Notes from parents are always required for any absences, and "Request Absence" notes are required by the Attendance Office, where blank cards are issued, to be signed by the pupil's teachers before he can be absent without penalty. This is so that assignments may be completed before the absence.

Excuses are required on returning to school to make certain the student went where he was excused to go. Students may not leave regularly-assigned classes or study-halls without passes, under penalty of being assessed a cut.

Forged notes and signatures are punishable by suspension. When a student is absent one day, "case cards" are given to the visiting nurse who calls in the event of illness. If absence is due to any other cause, the "case cards" are turned over to the Supervisor of Attendance who deals with the case.

The slogan, Cutting Does Not Pay, has been adopted by the Attendance Department. No opportunity is missed to bring this to the attention of all the students in the school.

Incidentally, roll is taken each period in the Taft Union High School by the teachers, and a student slip-collector makes the rounds and brings them in each period where they are tabulated by the attendance clerks. We pay our slip collectors by giving them free luncheon at noon. In this way, swift sure justice is brought to any wrong-doers, and the Adjustment Program has been set in motion before possible truancy habits have been established.

## The Elementary Principal

**T**HE Elementary Principal As Supervisor in the Modern School is the 11th yearbook of California Elementary School Principals Association. Edited by Mrs. Florence D. Mount, principal, Fletcher Drive Elementary School, Los Angeles, this excellent manual of 170 pages deserves high commendation.

The editorial committee in the foreword declares: "We send this book forth joyously, gratefully, hopefully; — joyously because of the happy fellowship it has brought about; gratefully, because of the hearty cooperation of many people; hopefully, because of our great desire to have a small part in furthering the cause of elementary education.

"From the northern to the southern boundary of our great state, principals have worked together, face to face and through the mails, to express a unity of thought as to how to make education for our children better. We feel that democracy in the school will help to keep democracy in the nation, and that the elementary principal must play a large part in bringing this about."

Campus Textbook Exchange, 2430 Bancroft Way, Berkeley, issues a comprehensive 96-page fall catalog of new and used textbooks of all kinds.

## Speech Disorders

**M**ABEL Farrington Gifford is internationally-known in the field of speech therapy. She is chief, bureau for the correction of speech defects and disorders, California State Department of Education; instructor, pediatrics department, Medical School, University of California; and lecturer, summer session and extension division, University of California.

Correcting Nervous Speech Disorders is the title of her valuable textbook, recently published by Prentice-Hall (70 Fifth Avenue, New York City) and which describes the technic, for the correction of stammering, practiced in California public schools. This well arranged text is of major practical usefulness, both to speech therapists and to teachers generally.

What it means to be a doctor, by Dwight Anderson, a small book of 96 pages, aims to convey briefly and clearly an impression of the doctor's way of life; his character, his education, his ability, and his skill. Mr. Anderson is director of public relations bureau, Medical Society of the State of New York (2 East 103rd Street, New York City,) by which the volume is published.

Significance of athletics in junior colleges of the United States has been recognized through appointment of a special committee of American Association of Junior Colleges. President Byron S. Hollinshead, of Scranton-Keystone Junior College, Pennsylvania, president of the Association, has appointed a committee to make a broad study of athletic conditions in 556 junior colleges. Harry Applequist, Sacramento Junior College, is a member of the committee.

\* \* \*

## Child Guidance Studies

Studies in Child Guidance, 1. Methodology of Data Collection and Organization, by Jean Walker MacFarlane. (Monographs of Society for Research in Child Development, vol. III, no. 6, serial no. 19, Distributed by University of California Press for Society of Research in Child Development, National Research Council, Washington, D. C.)

This first publication deals largely with clinical and statistical methodology used in a still-continuing longitudinal study. The findings are incidental to the presentation of method.

The group selected for this study was obtained from the birth-certificate registry; every third child born in Berkeley, during an 18-month period, becoming an immediate object of research lust. This major group was divided, when the children were aged 21 months, into an experimental and a control group on the basis of parentage with regard to certain socio-economic data obtained shortly after birth.

\* \* \*

A Child's Book of Famous Composers, by Burch and Wolcott, for children 8 to 12, comprises 20 short biographies, each with a full-page reproduction of an authentic contemporary picture of the composer; A. S. Barnes and Company, Publishers.

\* \* \*

The American Teacher, evolution of a profession in a democracy, by Willard S. Elsbree, professor of education, Teachers College, Columbia University, a large-format book of 575 pages, with illustrations, published by American Book Company, stresses the role of classroom teachers in the development of public education in the United States.

Part I deals with the Colonial schoolmaster; Part II, the public school teacher during the early years of the republic; and Part III, the emergence of the professional teacher. Authentic and splendidly written, Professor Elsbree's stimulating book is of genuine interest to all teachers.



In many American classrooms today, boys and girls are developing the good dental health habit of caring for their gums as well as their teeth.

TODAY, many modern teachers are following the precepts of dental authorities—are teaching their youngsters the priceless value of firm, healthy gums to sound, strong teeth. In regular classroom drills on gum massage, they demonstrate how—and why—gums should be given exercise whenever the teeth are brushed.

It's a simple lesson but a vital one. For many of the soft, creamy foods that are so common today deny gums

the hard chewing they need. Denied this healthful exercise, gums tend to grow tender and weak. Then, all too often, nature flashes that warning tinge of "pink" on your tooth brush.

Regular massage gives the stimulation that lazy, underworked gums so often need—arouses circulation in the gum tissues. Sluggish gums awaken—they respond with a new, healthier soundness.

As an aid in the regular practice of

gum massage, Ipana Tooth Paste is particularly helpful. For Ipana is especially designed not only to keep teeth bright and sparklingly clean but, with massage, to help keep gums firmer, more resistant to trouble.

#### Send for Free Classroom Helps

To lend added interest to your dental hygiene program, send for our attractive colored wall chart entitled "Why Do Teeth Ache?" Simply write us, giving name of your school, principal or superintendent, grade and number of pupils enrolled. Address Bristol-Myers Company, 636 Fifth Avenue, New York.



In their classrooms children learn the valuable lesson of caring for gums as well as teeth. Their teachers encourage them to practice this massage at home, pointing out the importance of it to their oral health.



Parents often learn from their own children the important lesson of gum massage. And in many homes today this sensible dental health routine has become a regular family practice.



#### Evidence from Dental Authorities About Gum Massage:

\*

"The brushing of the gums...is of equal importance to brushing the teeth."

—From a dental magazine

"Brush gums as well as teeth."

—From a book on dental health

"Brush without ceasing, thoroughly, gums as well as teeth..."

—By a specialist.

## ADVICE TO TEACHERS

### SOME OLD-TIME ADMONITIONS AT THE BEGINNING OF THE SCHOOL YEAR\*

*Dr. William C. Gunnerson, District Superintendent, Banning Union High School District, Riverside County*

**I**F YOU find in your pupils a lack of training or of information, try to look upon it as your opportunity to give the training or supply the information without criticism of the pupil's present condition or reflection on his former teacher.

Keep your enthusiasm and be interesting as well as interested. A dull teacher deserves anathema.

In your public and private contacts outside of school be neither sap nor sapper. The one is indiscreet and says or does things that bring disrepute on the school. The other digs secretly and therefore viciously at the foundations of the school itself. In proportion as you may disapprove of the administration or any aspects thereof, or feel disapproval of the acts or words of a fellow-teacher, your bump of caution needs to be correspondingly enlarged, because the school is something greater than any one of us and needs our united intelligent loyalty. You will note that I do not say blind loyalty, although blind loyalty is better than no loyalty at all.

#### Go to the Principal

If, for example, as a young teacher, or an old one either, for that matter, you do not see why certain things are being done and are tempted to express your feeling to your pupils or to friends outside of school, it would be wiser to express your objection to your principal first. He might be wrong. It could happen. Or there might be something in the situation known to him that would clarify and justify it.

Don't talk about your pupils, especially the cases, outside of school nor habitually to your fellow-teachers. This does not bar a non-gossipy exchange of data on individual pupils with your fellow-teachers. But partic-

ularly outside of school, have nothing to say about pupils, fellow-teachers, or administration, unless it is favorable.

In classroom or hall or playground, get as nearly what order or conduct you want as you can. Gain your point, but avoid conflict if possible. Above all, avoid situations from which you shut off all retreat for yourself. In short, avoid ultimatums. Not many discipline cases are solved by having an irresistible force meet an immovable object.

#### Use the Office

It is not always fair to the teacher, nor to the rest of the class, for the teacher to try to solve all discipline cases, especially when this has to be done in the presence of the class. There are circumstances when a pupil ought to be "sent to the office." The more cases a teacher can settle, especially by personal conference after school, the stronger the teacher's hold on the rest of his class, but the fact remains that economy of teaching time demands that some be sent for office action.

If a pupil must be sent to the office, a brief written explanation of the trouble is often helpful. If time doesn't permit that, but I think it usually could, just send him. But don't,

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The Public School Program in Health, Physical Education, and Recreation is a brief statement of policy, comprising 18 mimeographed pages, for school-board members and school administrators. Prepared by Bernice Moss of Utah and W. H. Orion, chief, division of physical and health education, California State Department of Education, it was recently presented by them at a meeting of National Society of State Directors of Physical and Health Education.

All Californians actively working in the fields of health, physical education, and recreation, will find much of value in this important document.

please, send him with a statement of what you will do or won't do if something doesn't happen, and don't bring him in and say, "This boy has done so and so and he can't come into my room any more." If you feel that way about it and are sure it is irrevocable, let the principal know your attitude privately and before he has had to deal with the case.

**N**OW, there are obviously two main sorts of cases, sporadic and chronic. Between the teacher and the principal all the sporadic cases, that is, cases of otherwise good pupils who do foolish things, ought to be pretty well straightened out without probability of recurrence; but in the case of the chronic, is it reasonable to expect that the office can effect complete reform? It seems to me that there are a good many cases, too many for comfort, where the only thing possible or feasible is to hold them down.

I think it is quite probable that we hold on to and put up with some cases that are a real detriment to the school. But there is no answer to this. Law and custom require that high schools take and keep all those of high school age who apply for admission.

#### The Freshman Menace

I am no sentimentalist who believes that sudden great reforms can be accomplished by wise talk. But sometimes, or as John Steven McGroarty might say, maybe often, gradual reforms do come and the Freshman menace turns out to be a pretty decent Senior.

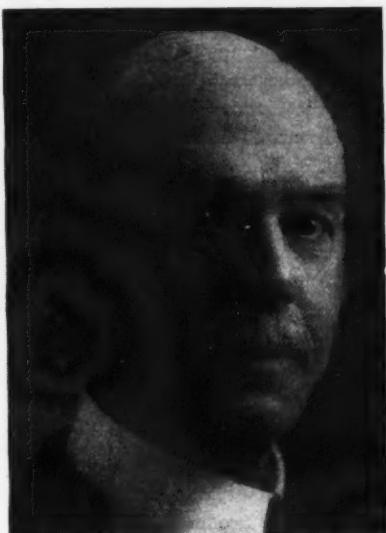
In your classroom teaching, sell your product to the best advantage. It is not enough to hand out the instruction. Youngsters must be made to do what you consider essential, but the more they like it the better will be the results. Your pupils ought to like you, they ought to like their work under your direction, and they ought to get the training that the course should give. The last is the important objective, but I believe it is reached best by way of the other two.

Remember that you don't buy liking with favors and softness. If you can make your pupils feel that you are fair, that you are impartial, that you are just, that you do not have class pets, that you are willing to listen to reasonable explanations, and that you like them and think that they amount to something, you will have gone a long way toward success in handling them.

\* Excerpts from a 4-page mimeograph statement which Dr. Gunnerson gives to his teachers at the beginning of the school year.

## Eugene Warren Stoddard

**EUGENE WARREN STODDARD** of San Francisco, veteran schoolman of Northern California, age 79, recently passed away.



*Eugene Warren Stoddard*

Born in Massachusetts, a graduate of Amherst College, he married Lillia A. Mitchell of Massachusetts, and came to California, he as a Congregational minister, and settled at Martinez.

He remained there for nearly 20 years, during 8 years of which he was principal of Alhambra Union High School. The famous John Swett, later State Superintendent of Public Instruction, whose ranch-home was in Alhambra Valley, was a member of the school board which elected Mr. Stoddard, who was virtually the founder of this school.

He next went to Vacaville where he was principal of the high school for 20 years; then retiring from the principalship, continued for 3 years as a teacher. Five years ago he came to San Francisco to make his residence.

Besides his widow, he is survived by a son, Walter E. Stoddard of Sacramento; and a daughter, Mrs. Bruce H. Painter, of San Francisco. Eugene Warren Stoddard was widely-known and highly-respected in California educational circles.

California Teachers Association provides its members placement service at nominal cost. Address Earl G. Gridley, 15 Shattuck Square, Berkeley, phone THornwall 5600; or Carl A. Bowman, 408 South Spring Street, Los Angeles, phone TRinity 1558.

S. B. Nissen, formerly editor, South Dakota Education Association Journal, became executive secretary of the Association, July 1, succeeding N. E. Steele who has assumed the presidency, South Dakota Northern State Teachers College. Dr. Steele had served as full-time executive secretary of the Association since 1924 and accomplished a great work.

Mr. Nissen is well qualified to carry on the enlarging program of the South Dakota Association. He is member of P.D.K. and also of Phi Sigma Sigma, national fraternity of state teachers association secretaries.

\* \* \*

### C.T.A. Northern Section

**J**AMES N. GARDNER, president, Northern Section, California Teachers Association, has announced that the biennial convention has been set for November 20-22, at Sacramento.

The following committees will continue to serve through the convention, at which time new officers will be chosen for two year terms:

Legislative: W. J. Burkhard, Sacramento; H. B. Bonnet, Sacramento; Homer H. Cornick, Davis; Roy Learned, Sacramento; James C. Nisbit, Oroville.

Public Relations: Earl Crabbe, Auburn.

Speakers Bureau: F. E. Broliar, Sacramento.

Membership: George Skinner, Sacramento County; Virgil Allread, Yuba County; Josephine Bryan, Butte County; Ralph W. Guilford, Butte County; Lowell Goulard, Placer County; R. B. Hartzel, Tehama County; Kenneth McCoy, El Dorado County; C. K. Price, Glenn County; Dean Smith, Yolo County; Dolores Schultz, Sutter County; Elmer Stevens, Nevada County; Ethel Rose, Shasta County; Thelma Wise, Colusa County; Lenore C. McCrystal, Alpine County; Jas. Callaghan, Sacramento City.

#### Credit Union Committee

Credit Union: H. G. Baugh, Sacramento; Eugene Benedetti, Roseville; H. A. Drane, Chico; Louis Edwards, Corning; Melvin Farley, Gridley; George Linn, Sacramento; Michael Nugent, Auburn.

Tenure—Ruth Holliday, Sacramento; Melvin Farley, Gridley; Francis Fotheringame, Orland; Esther Marks, Chico; John Palmer, Placerville.

Constitution Revision: J. E. Birch, Willows; Elizabeth Hughes, Oroville; Macie I. Montgomery, Redding; Malcolm P. Murphy, Sacramento; Leola Riffe Schott, Quincy.

\* \* \*

J. Herbert Kelley, for many years state executive secretary, Pennsylvania State Education Association, retired March 1, and was succeeded by Harvey E. Gayman who had served for a number of years as assistant executive secretary and director of research of the Association. Both men are widely and favorably known throughout American educational circles.

New



Important

### Daily-Life English Senior Series

JOHNSON-McGREGOR-LYMAN English Expression

JOHNSON-BESSEY-LYMAN The English Workshop

Two books of a new high-school program in English that will catch and hold the student's interest. They center attention on his use of English in hundreds of fascinating activities close to his life. Their guidance and illustrative material is fresh, simple, arresting. They correlate English with other school subjects. They really help the student to develop the mental processes essential to intelligent speaking, writing, reading, and listening. See them! Full descriptive circular No. 665.

GINN AND COMPANY

45 Second Street  
SAN FRANCISCO

## UNIVERSITY EXCURSION

### UNIVERSITY EXCURSION FOR RURAL HIGH SCHOOL SENIORS: AN EXPERIENCE FOUND VALUABLE AS GUIDANCE PROJECT

*Charles W. Shepherd, Counselor, Portola Junior-Senior High School,  
Portola, Plumas County*

**F**OR the past three years, the 12th grade Social Science class of Portola Junior-Senior High School has included scheduled trips as a regular part of its program.

Originally these trips were confined to the exploration and study of the economic resources of such communities as nearby Reno, the historically and economically wealthy mining center of Virginia City, the State Capital at Carson City, and the productive agricultural areas of the Truckee Meadows.

Last year the teacher was prompted by the needs of the graduating class to inaugurate a new type of school excursion. Heretofore, the number of students who had entered college from this school was approximately 2% of the number of graduates. Twelve students, however, in a graduating class of 24 members, had decided by mid-year to enter some institution of higher learning.

Because of the small percentage of graduates in the past who have attended college, and because this community is somewhat remote, the students do not have the opportunity to acquire an intimate acquaintanceship with college or university procedure.

This situation, then, induced the writer, who also happened to be the class adviser, to arrange a trip especially for the purpose of giving these college aspirants some knowledge of the academic side of university life.

The first step in the development of this project consisted of a visit to the University of Nevada, in order to ascertain whether or not such a class visit would be possible. The writer was directed to Dr. George W. Sears, acting dean and director of admissions, who received this plan with enthusiasm. Through the cooperation of Dr. Sears, a full day's program of class visits was arranged.

This program was so organized that it included not only a variety of subjects but also a diversity of methods of presentation of the subject-matter. Among the latter were lectures, laboratory work, laboratory demonstrations, recitations, and group discussions. As far as possible, the classes were confined to Freshman subjects so that the visitors might have an idea of what to expect in their first year.

The classroom work, preparatory to making the trip, was the second step in the development of the plan. In this work, each member of the class was required to make a copy of his permanent record. He then had to prepare a statement of the entrance requirements, estimated cost the first year, and a description of the studies he would have to take during his first two years in a course of his choosing.

#### The Student is Helped

Through these descriptions of the courses the students acquired a better conception of subject-matter. This assignment had to be met for two colleges or universities. The fulfillment of this requirement acquainted the students with the vagaries of college catalogues as well as giving them a knowledge of the subjects required under each course.

At the end of the day's visit at the university, those students who had decided upon Nevada as the university of their choice, and those students who had not decided upon any college, met with Dr. Sears. At that meeting, each student presented his transcript of record and had it evaluated at the time. It was also possible for them to discuss any questions which might have occurred to them concerning matriculation at Nevada.

It seems no longer necessary to argue the pros and cons of the values to be derived from the well-planned and well-conducted school excursion. This

method of instruction has undoubtedly proven its worth and is able to stand by itself as a necessary adjunct to the work of the modern classroom.

The writer feels, however, that the type of trip just described is of exceptional value to the graduating class in a rural community. The students certainly became somewhat acquainted with those activities which are to be found within the college classroom.

Still more important was the immediate reaction in their general attitude toward their futures. They became more serious about their class work in high school. The small group discussions tended to swing from trivia to matters concerning the relative merits of certain courses or colleges, or talk of jobs for the summer.

**F**ROM the university's point of view, it was valuable because four of the students are now enrolled there and two others are considering transferring from their present colleges. This kind of visit is, in many ways, much more beneficial to both students and university than is the "open house" variety which borders on the "quantity production" brand.

All in all, authorities from both the high school and the university feel well repaid for their efforts and look forward to a repetition of this type of visit.

\* \* \*

#### National Backgrounds

**B**ACKGROUND of Modern Nations, by McClure, Scheck and Wright, is the third in the series, Our Developing Civilization, published by Laidlaw Brothers of Chicago. The series is designed to stimulate the pupil's interest in the social studies, to develop in him an appreciation of how the world in which he lives has grown out of the past, and to aid him in adapting himself to the complexities of modern society.

The four books of the series are—The Story of Ancient Times, The Middle Ages, The Background of Modern Nations, and The United States of America.

The Background of Modern Nations is planned particularly to give the pupil an understanding of the development of the leading nations of Europe, Asia, and the Americas, from the time of the Protestant Reformation and the Renaissance to the present.

**Great Stone Face**

(Continued from Page 16)

the Great Stone Face look so hospitably at a stranger. Won't you sit down?

Poet — Thank you. Men hang out signs to show their trades. Shoemakers hang out a gigantic shoe, jewelers hang out a monstrous watch, and even dentists hang out a gold tooth, but here in these mountains, God has hung out a sign to show that here He makes men.

Ernest — Who are you, my strangely-gifted guest?

Poet — (Laying his fingers on the volume that Ernest is reading.) You have read these poems. You know me, then, for I wrote them.

(Ernest examines the poet's features and compares them with the Great Stone Face.)

Poet — Why are you sad?

Ernest — Because all through life I have waited for the fulfillment of a prophecy, and when I read these poems, I hoped that it might be fulfilled in their author.

Poet — You hoped — you hoped to find me the likeness of the Great Stone Face. You are disappointed as formerly with Mr. Gathergold, and Old Blood-and-Thunder and Old Stony Phiz. Yes, Ernest, it is my doom. You must add my name to the illustrious three and record another failure of your hopes. For — and in shame and sadness do I speak of it, Ernest, I am not worthy to be typified by yonder benign and majestic image.

Ernest — (Pointing to the volume.) And why?

Poet — They have a strain of divinity. You can hear in them the far-off echo of a heavenly song. But my life, dear Ernest, has not corresponded with my thoughts. I have had grand dreams, but they have been only dreams because I have lived — and that too by my own choice — among poor and mean realities. Sometimes even, shall I dare to say it? — I lack faith in the grandeur, the beauty, and the goodness which my own works are said to have made more evident in nature and human life. Why, pure seeker of the good and the true, should you hope to find me in yonder image of the divine?

Ernest — I am to give a talk to some friends this evening. Will you excuse me while I go to meet them?

Poet — Surely. (The poet takes the volume in his hand and walks to the gate.)

(The people enter and seat themselves on the ground and on the benches as if they were familiar with the situation. Every one is in conversation with his neighbor until Ernest speaks.)

Ernest — My friends, this evening we have with us a great poet and I am sure

you will be glad to hear him read one of his poems. (The people applaud.)

Poet —

The Great Stone Face on the mountain high  
Soars up and up to meet the sky.  
The great forehead and eyes so true  
Meet the painted sky of blue.

He looks like a giant  
With a noble face  
That through the ages  
Leads his race.

(Applause.)

Ernest — (Standing so his profile is in line with that of the Great Stone Face.) My dear friends, tonight I shall —

Poet — Behold! Behold! Ernest himself is the likeness of the Great Stone Face!

1st Man — Can it be true?

2nd Man — The prophecy is fulfilled here at home.

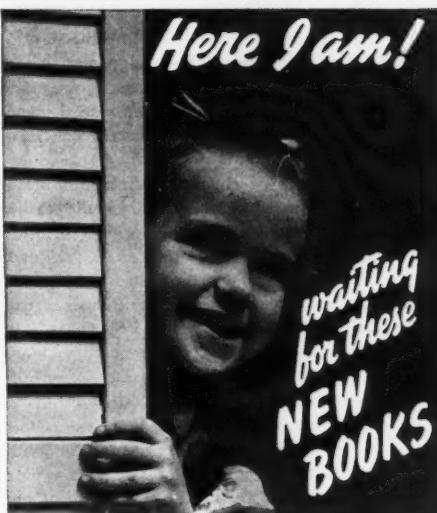
1st Woman — We should have known it before.

3rd Man — Ernest is himself the man he has been looking for.

3rd Women — Ernest will wait no longer.

Ernest — I still hope that some wiser and better man shall by and by appear bearing a resemblance to the Great Stone Face.

Curtain.



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## TEACHING SOCIAL STUDIES

### PHILOSOPHY AND OBJECTIVES APPROPRIATE FOR TEACHING THE SOCIAL STUDIES IN OUR CULTURE

*Gerald Smith, Superintendent, Sierra Madre City Schools, Los Angeles County*

**B**EARD, in A Charter for the Social Sciences, has stated that "The social studies must inevitably be organized around some central philosophy of concept, faith, or assertion."

The people of America have chosen a democratic mode of life as offering the most satisfactory conditions for both the individual and society.

The type of education established, then, must reflect our faith in democracy. Its purpose will be to promote individual character and worth and social understanding, responsibility, and usefulness.

In seeking to promote these purposes the school will:

1. help the individual to understand himself as a person and as a member of society — his capacities and limitations, his possibilities and prospects.
2. help the individual to understand the nature of our culture, its forces and trends, what has led to the present, what directions seem desirable, and what achievements are attainable.
3. help the individual to adjust to and to modify his environment to his own best interests and those of society.

A social science program of this kind will give the pupil an understanding of and practice in the use of certain principles involved in successful living in a democratic civilization. Examples of such principles are those of interdependence, participation and cooperation, adaptation to change, and the facing and solving of problems.

Such a program involves the setting up of special environments conducive to the development of situations giving practice in clear thinking, judging values, making choices, associating with persons, and accepting responsibilities. It also involves securing a degree of modification of existing environments in school, home, and the community.

This suggested program is based on the belief that education will play an important part in remaking society. It must so develop the individual that he

becomes a valuable member of this society — one who is guided by high ideals and broad accurate information, and thinks clearly for himself.

If education is to answer this responsibility it must abandon old ineffective practices for those more in keeping with the demands of a rapidly developing cooperative society.

The education needed before the days of railroads, electric lights and power, before the coming of such problems as organized crime, before the days of widespread unemployment, was different from the education needed today.

The rate of change in American life is getting faster and faster. In the earlier days of small communities, with agriculture the chief industry — before the railroad, telegraph, telephone, radio, automobile, the corporation and giants of industry, had transformed many aspects of our lives — in those slower-moving, horse-and-buggy days the problems of our democracy were different from those of today.

Fairness and justice among the people were not then thought of in connection with the control of such a necessary monopoly as the telephone business. Equality of opportunity to make the most of one's abilities for himself and for society did not then have to be considered in relation to a chance to work.

**W**E have a different set of problems today. Yet our chosen democratic way of meeting them can serve us well if we continuously modify it to meet the new conditions. If we are to do this well, our people need to be intelligent, informed, disposed to do the right thing, and capable of self-control.

People need equipment for solving personal and public problems and for meeting changing conditions. Just knowledge is not enough. Intelligent and well-disposed action is necessary.

The school of yesterday aimed at instilling knowledge. The school of today has moved forward and aims at knowledge, understanding and action.

The school of yesterday accented the textbook and the teacher. The school of today accents the needs of the individual and the group, living in the spirit of a democracy.

We can prepare best for effective life in a democracy through experience in the practice and spirit of democracy in home, school, and community, in play and work.

### Progressive Education

*Southern California Regional Conference October 13-15*

**F**IETH Annual Regional Conference of the Southern California Regional Branch of the Progressive Education Association will be held in Los Angeles at the Biltmore Hotel on Friday, Saturday, and Sunday, October 13, 14, and 15, 1939.

The theme of the Conference is "Resources for Educational Planning." There will be general sessions, consultation groups, and group sessions under the chairmanship and leadership of prominent Southern California educators. Noted speakers from various parts of the country who are definitely a part of the program are:

Miriam Van Waters — Superintendent of the State Reformatory for Women at Framingham, Mass.; member of the Youth Commission of the American Council on Education; author of "Youth in Conflict," "Parents on Probation," and many articles. Dr. Van Waters was formerly Superintendent of Juvenile Hall in Los Angeles and later became Referee of the Juvenile Court of that city.

Dr. Max C. Otto — Professor of Philosophy, University of Wisconsin; lecturer, writer. Dr. Otto will speak on Democracy and Culture.

Dr. Broadus Mitchell — Noted economist from Johns Hopkins, now visiting professor at Occidental College. He is a graduate of the University of Southern California.

Claire T. Zyve — From New York University, formerly principal of the Fox Meadow Elementary School in Scarsdale, New York; writer, lecturer; editor of the well-known book *Willing to School*.

Laurin Zilliacus — Director of the Tolo Svenska Samskola, Helsinki, Finland — boys private school; President of the New Education Fellowship, a world-wide organization of progressive education associations.

Lucy Sprague Mitchell — Member of the Central Staff of the Cooperative School for Teachers, informally called The Bank Street School, New York City; a leader in progressive education, particularly interested in utilizing regional resources; an authority in the social sciences.

Aubrey Williams — Director, National Youth Administration, Washington, D. C.

W. Carson Ryan — Past-president, Progressive Education Association; notable writer and lecturer in the field of education; author of *Mental Health Through Education*; editor of the magazine, *Progressive Education*.

Howard McCluskey — From University of Michigan; a leader in the field of adolescent study and guidance.

Burton P. Fowler — Headmaster of Tower Hill School, Wilmington, Delaware; formerly president, Progressive Education Association, and noted leader in progressive education in the United States.

Helen Hunt — Vice-principal, Claremont Junior High School, Oakland; directing the reorganization of the experimental curriculum of this school.

In addition, a group from the Department of Education of Stanford University will speak, including Paul Hanna, J. Paul Leonard, Holland Roberts, and Lavone Hanna.

## EXPLORATORY READING

### THE FUNCTION OF EXPLORATORY READING AND THE LIBRARY IN EDUCATIONAL SERVICE

*William F. Huff, Teacher, Lowell Junior High School, Long Beach*

Read not to contradict and confute; not to believe and take for granted; not to find talk and discourse; but to weigh and consider.—BACON.

**E**XPLORING! Reading! What a challenge lies within those magic words! Who is not delighted with adventuring and its thrills of new experience?

Among all human wishes, among the more impelling ones is that for travel—for exploratory experience—physical, mental, social.

At the base of all method by which growth other than merest animal training is attained, lies the need of active, purposeful, personal experience. That the exploratory (experimental) method is biologically founded, a sine qua non, in every learning process is too plainly evident to need more than slight illustration here. The normal child-mind early gives evidence of this urge and tends to gratify it by wandering away, and, as we say, by getting into mischief.

Again, every thoughtful primary teacher is keenly aware of what marvelous struggle the child-mind undergoes in order that it may become able to read stories of adventure. The child-mind very clearly grows in its world of feeling and action, of pleasure and of pain. Who is there to say that this urge to go exploring, coupled with the struggle for new experience and new ideas, is not the well-spring of every healthy mind in its making?

The child's physical inability to travel freely and his unpreparedness to read, tend to magnify his inner urge for gaining knowledge through new experience. And while, in a measure, verbal stories do satisfy this drive toward self-realization, such vicarious adventurings, must perforce be limited to the experience and the time of those story-tellers whom the learner may meet directly.

In consequence, there looms immediately before the child, the task of gaining for

himself those knowledges, habits, and skills necessary to reading. The whole of the alert individual responds readily to meet the challenge. The struggle to learn to read is the more heartily met because the learner intuitively feels that his ability to read will permit him to ply wider worlds of experience.

His ability to read freely will make that

feeling for traveling become fact in so far as "printways" are available to him. Through all such travels, the lively mind will picture and relive each story of adventure or personal experience, as he explores it.

Again, "printways" are always open to those who choose to travel them. Real literature delineates the purposes, the problems, the very heart throbs of those who report them.

Let us turn from observing the import of the child's growing, and his learning to read, and examine some of the factual implications. What observer is not aware that knowledge, habits, and skills are not born,

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**GENERAL**

- Unreadable (didn't finish)
- Uninteresting (read with effort)
- Fair
- Entertaining
- Informational
- Fascinating
- Inspiring

**PLOT**

- Little or no plot
- Trite
- Unusual
- True to life
- Well worked out

**CHARACTERS**

- Believable
- Unbelievable

**SETTING**

- Time \_\_\_\_\_
- Place \_\_\_\_\_
- Group \_\_\_\_\_

Note: On the reverse side record the most interesting episode.  
Huff's Record Form 3

but must be rediscovered, recreated, and repossessed by each individual for himself if he would have them?

Likewise, appreciations, ideals, attitudes — those spiritual, human attributes — must be rediscovered, accepted, and appropriated by each person for himself. Similarly, each generation must come to possess them if it would lift its "Way of Life" above that level which marks the brute.

**Methods**

In the gaining of these particularly desirable objectives what techniques of procedure shall best be followed?

Most teachers have observed that enjoyment of literature cannot be attained through assignments formally taught and rated. Such teaching, at most, can provide only direction of the learner's efforts toward gaining a knowledge of those mechanics necessary for the reading and production of literary composition.

Among such skills are spelling and writing, plus certain desirable techniques of diction and of rhetoric, in addition to verbal vocabulary. The finest of the fine arts — human feelings, thoughts, and social relations — these, as John Dewey or W. H. Kilpatrick would say, must be experienced, must be emotionalized, and practiced if they are to be realized.

There arises immediately the question: By what means may such ends be attained? May we answer: By direct, purposeful contacts, and by exploratory reading.

Through exploratory reading, the pupil may associate knowingly and feelingly with persons and things in the realm of fact and of legend, of story and of verse. Thus, through the use of the library he may come to possess an enlarged world. His will become an enriched universe of time-knowledge (History), of place-knowledge (Travel and Geography), of life-knowledge (Biography), of vocational-knowledge (Economic Activities), of cultural-knowledge (Fine Arts), of ethical-knowledge (Right Relations of Life).

In fine, by making freest use of the library while cruising through Exploratory Reading as it is related to every ordinary activity of the home, the school, and the community, each learner may come to possess that fuller knowledge, that richer sociability and appreciation of life, not possible of attainment through our traditional schools alone, even though those schools be of the best.

**Summary**

The greatest struggle of the child-mind is for physical fitness, and for control of its environment, including self. These urges the child seeks to gratify through first-hand experience in his every contact with nature and with family life. This being true, certainly the acquisition of Beginning Reading best can be attained through the exploratory method alone.

The learner must contact directly his environment. He must speak his ideas gained through such experience. He must frame sentences of his own — a natural procedure. Impressions must be followed by expression in self-directed activity, immediately purposeful and "worthful" to him.

Again, it appears also true that not only should Beginning Reading be taught by the

Exploratory Method, but all effective education must have its inception in first-hand, exploratory experience. Texts should serve primarily for the checking of findings and conclusions. Books should provide, vicariously, a wider range of experience than that which is humanly possible to the single individual.

The text should become the basis for learning, only in cases of the utter absence of opportunity for a particular first-hand exploration and experience. Even in such cases, direct contacts with the particular problems in point should be experienced at the earliest available opportunity. The final truth of every finding should be checked, verified and enriched by a direct exploration, and by comparison with similar findings of others.

**A**DVENTURING, exploring, and verifying of findings through direct experience with pulsing life, and through "plying the printways" — such appears the natural way to pertinent literature and self-realization.

What teacher will not seek actively to provide privileges for exploratory reading, for "pleasure reading" in her program? What teacher will not guide the child in his keeping a definite, meaningful record of his adventures and his choicer learnings?

\* \* \*

The new My Word Books, by Breed & Seale, published by Lyons and Carnahan, — one book each for grades 2, 3, 4, 5, 6, — provides social science centers of interest, excellent language correlation, provision for paragraph writing, an extensive dictionary program, and many other praiseworthy features. An 8-page mimeographed spelling brief comprehensively covers that phase of this excellent series.

\* \* \*

Lucy Ella Case, The Case School of Lip Reading, Hotel Green, Pasadena, has recently issued the second volume in her praiseworthy series of books on lip-reading. Volume II entitled Programs for Tomorrow contains a wide variety of material, making it valuable for all types of classes or societies for the hard-of-hearing; price \$1.50; address the author.

\* \* \*

Walter Disney Story Books, published by D. C. Heath and Company, are exceptionally delightful readers for little children. The four volumes issued thus far are, — Little Pigs Picnic, School Days in Disneyville, Mickey Never Fails, Donald Duck and His Friends. Profusely illustrated in color with the inimitable pictures of the Walter Disney Studio, these ultra-modern story books entrance childhood.

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Correlated classroom materials are supplied to schools, consisting of stories for different age levels, sheet music, bibliographies, phonograph-record lists, directions for games and dances, and suggestions for projects of many kinds. They are extensively used in many schools as a stimulus to classroom study, and have been found valuable in encouraging an appreciation for good music and the arts in students.

\* \* \*

Pedestrian Protection, a 96-page, richly-illustrated book, published by American Automobile Association, is of great practical value to all school-people interested in safety education.

The material was gathered during a 3-year nation-wide study of pedestrian convenience and safety; price 50 cents; address, Pennsylvania Avenue at 17th Street, Washington, D. C. Burton W. Marsh is director of safety and traffic engineering department of the Association.

\* \* \*

## Southern California

Geological Journeys Well Described

**A**LFRD LIVINGSTON, JR., chairman, earth science department, Los Angeles City College is author of Geological Journeys in Southern California, an illustrated book of 170 pages published by Lymanhouse, 6544 West Olympic Boulevard, Los Angeles.

Professor Livingston's material is decidedly interesting and not too technical for the general reader. First published in 1933, it now appears rewritten, revised, and attractively printed.

## Trinity Institute

**T**HE 38th Annual Teachers Institute of Trinity County was held at the High School building, Weaverville, September 4-6. This was the first of the county institutes held this year. Mrs. Clara Van Matre, county superintendent, prepared a full and worthwhile program for her teachers.

Those who assisted her were: Stanley Warburton, coordinator secondary curriculum, Contra Costa County; Dr. John Brown Mason, Fresno State College; Anna Louise Barney, Chico State College; Mrs. Mavis Todd Brown, Chico State College; Frank B. Lindsay, State Department of Education, Sacramento; Mrs. Anita D. V. Emery, Santa Ross; Mrs. Lila G. Adams, Trinity County librarian; Dr. Harold Hand, Stanford University; Mrs. Ethel Saxon

Ward, curriculum coordinator, Alameda County; Alfred E. Lentz, administrative advisor, State Department of Education.

The Institute officers were: Ex-officio president, Clara E. Van Matre; presiding officer for trustees institute, Mrs. Edna C. Bremer; secretary for elementary and general sessions, Mrs. Barbara Donoho; secretary for high school session, Frances V. Miller.

The Committee on Resolutions was Frances Day, Laurence Duffield, Herbert Roberts, Edward Burgess, Mae Sweatt. The Committee on Decorations was Norma Shanahan, Mildred Sindel, Katherine Ryan. The Music Committee was Louis Farone and Ellis Flowers. Laurence Duffield is chairman of the C.T.A. membership committee.



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## Central Coast News

*Marjorie Dunlap, Watsonville*

**D**ATES for Central Coast Section Institute have been set up a week to conform with the declarations of the President and the Governor. It will be held in Watsonville, November 20-22. Program committee, —President E. K. Bramblett of Pacific Grove, Donald Wright of San Luis Obispo, and T. S. MacQuiddy of Watsonville, has been working with the chairmen of each of the conference groups.

Among the speakers at the general sessions will be Dr. Eldridge T. McSwain of Northwestern University, Paul Smith, manager, San Francisco Chronicle, and Dr. Arthur Henningburg of North Carolina College for Negroes. Dr. Poitres, San Jose State College, will give a credit course in current European Affairs. Mrs. Elizabeth Bent, San Jose, will give another credit course in primary reading. Dr. McSwain will also lead a conference of elementary principals.

Saledad Union Grammar School, R. S. Tipton, principal, reports all of its 13 teachers as members of both C. T. A. and N. E. A. Another 100% C. T. A. school is Lincoln School in Watsonville.

Teachers in the southern section of San Luis Obispo County met in Arroyo Grande Grammar School September 12 to hear Robert L. Bird, county superintendent of schools, and Mrs. Drusilla Rhodes. The planning committee for this section met several times recently under its chairman, Frances Judkins, to plan the year's meetings. The social committee is planning a barbecue for the near future.

Many schools in this section have made building improvements during the summer. One of the Santa Cruz High School buildings has been painted to conform with recommendations of the Stanford University experts in order to insure the best possible lighting. Several Watsonville High School rooms have been reconditioned for better acoustics and indirect lighting. The Watsonville auditorium has been entirely rebuilt and made acoustically as nearly perfect as possible. To relieve crowded conditions in Gonzales Elementary School, the trustees have rented the American Legion Hall across the street; it will be used for opportunity classes for transient and foreign children.

The Service Club of Pismo School began its year's work by organizing a Safety Council with representatives from grades one to eight. The council members were installed at a school assembly by F. John Schwankovsky, Public Safety Department, Automobile Club of Southern California. He also showed a movie, *Bicycling With Complete Safety*. The 8th grade under Mrs. Frances Judkins is presenting a safety play in October.

Traffic conferences are being held in Watsonville to formulate rules for automobile and

bicycle traffic on the campus and the streets nearby. The commission consists of the chief of police, the head of the city traffic officers, the dean of boys, the superintendent of schools, and several student-body officers. Similar conferences will be held in the grammar schools. They also made regulations concerning student conduct on school buses.

Band Mothers, an auxiliary organization of Pismo School, gave several card parties during the summer to help raise money for band uniforms which they will make. The children also have been holding candy sales to help raise this money. This band under Edward Brown, music instructor, combined with Arroyo Grande School Band, makes its first parade appearance at Paso Robles Pioneer Day, October 12.

There have been many personnel changes in this section. San Benito County High School and Junior College, which reports the highest first-day enrollment in the history of the school, has added Wayne Hansen, W. E. Perry, Wallace Leslie, and Louise Picetti to its faculty. Elizabeth Winter is now teaching music at San Juan Elementary School in place of William Clinkenbeard who is now in Watsonville. Other Watsonville newcomers are Eda Malloy, Ann Nagel, Bernice Cubicciotti, Dennison Baylor, Mary Tipton, Edward Jorgensen, Fred Hair, Frank Bertagnoli, May Cikuth, and Margaret Cupid.

In Gonzales, Mrs. Barbara Drummond, Mary Boyer, Mrs. Rhea Peterson, Duvillia Siningiani, and Lester Weigel have joined the faculty. At Santa Cruz, Frank Cralle has been promoted to principal of Bay View Elementary School in place of Frank Cordrey who is now vice-principal of Branciforte Junior High School. Edith Fikes is now a full-time principal of Gault Elementary School. Other additions are Robert Held, Edwin Hunt, Frances Macoun, Alexa MacKay, Philip Lones, Everett Schwarzmuller, Aaron Heinrich, Jeanette Eckel, Elizabeth Cooper, Margaret Leask, and Henry Schultze.

Enrollment in Carmel District has increased this year with the formation of Carmel Junior High School, with several new teachers: Phyllis Heath Walker, Adele Osborne, J. W. Getzinger, Milton C. Lanyon, Miriam Watson, and Ernest Calley.

Doris Farrell and Carmel Thomas of Watsonville and Herbert Welch of Gonzales are now teaching in San Francisco.

\* \* \*

## N.E.A. Classroom Teachers

**D**EPARTMENT of Classroom Teachers, National Education Association, has adopted a plan of placing its program of activities under the supervision of six regional directors. The United States has been divided into sections. The Southwestern Division comprises Arizona, California, Colorado, Nevada, New Mexico, Utah, and Hawaii.

Wilbur W. Raisner of San Francisco, past-president, Bay Section Classroom Teachers Department, California Teachers Association, is the director of this area. Any classroom teachers of the N. E. A. who have problems which they wish discussed should send them to Mr. Raisner at 419 Munich Street, who will present the matter to the proper authorities.

## Louise Boehringer

**C.** LOUISE BOEHRINGER, for a quarter-century editor of *The Arizona Teacher*, official journal, Arizona Teacher Association, has retired.

The Association, which formerly published *The Arizona Teacher* at Phoenix cooperatively with her, has acquired the magazine in its entirety and now provides the editorial leadership. Nolan D. Pulliam is managing editor and Mary Cunningham, assistant editor.

Miss Boehringer, pioneer educational journalist, is nationally known for her distinguished services in the field of educational journalism. Originally specializing in school supervision and administration at Teachers College, Columbia University, and after several years' experience in teacher-training in state and city training schools, she went to Arizona and served for two terms as County superintendent of schools.

She became a founder of *The Arizona Teacher* (and *Home Journal*, an open forum for school and home) which has made a praiseworthy record of 22 years of publication under her guidance.

\* \* \*

Mrs. Gladys L. Potter, who has served as assistant chief, division of elementary education, State Department of Education, since January 1, 1932, has accepted appointment as supervisor of primary education in Long Beach City Schools.

Before her service in the State Department, Mrs. Potter was assistant superintendent of schools and rural supervisor in San Bernardino County. She also had experience as elementary and junior high school teacher and elementary school principal.

During summer sessions of 1937-39, Mrs. Potter's work as principal of University of California Demonstration School, Berkeley, attracted nation-wide attention.

With Paul Hanna and William S. Gray she has recently written *Without Machinery*, a social-studies book in the Curriculum Series published by Scott, Foresman and Company. Mrs. Potter is member, N.E.A. national committee on science education and is vice-president, department of rural education.

During her years of service Mrs. Potter has established herself in a position of educational leadership. Her many friends will be interested in the new area of service she is entering.

\* \* \*

Contra Costa County School Bulletin is issued monthly during the school year. B. O. Wilson is county superintendent and Wilma G. Cheatham is editor. Now in its fifth volume, this attractive, 4-page bulletin is packed with materials of practical interest and help to Contra Costa County teachers.



*Hobbies of Los Angeles junior high school children. Left: Sewing. Right: Raising racing pigeons.*  
Plates courtesy Our Schools.

## Many school Doctors and Nurses recognize



*Chewing Gum*

as a

Mouth Health Aid

It's a boon to the school doctor and nurse to be able to recommend for children something they just naturally love. Chewing gum—as healthful as it is popular—is a cleansing agent for the teeth that children willingly use. The chewing provides stimulating exercise for their gums. So, Teachers—there's a reason, a time and place for Chewing Gum . . . University Research is basis of our advertising.

Four Factors Toward Good Teeth Are: Proper Nutrition, Personal Care, See Your Dentist and Plenty of Chewing Exercise.

# GETTING YOUR BEARINGS

AN INTEGRATED COURSE OF STUDY IN ENGLISH AND SOCIAL LIVING

*Mrs. Grace J. Calkins, Graduate Student, University of Southern California,  
Los Angeles*

**A**DMINISTRATORS are reluctant to add new courses to overcrowded curricula. They are often deluged with impractical units. As a result of past experiences they are on the defensive, an attitude which their superiors respect.

Each new course added has been like Dave Crockett's coons—the crowding out of some other course in the curriculum. Dr. Tyler uses this story as an illustration. One day Dave Crockett hunting in the woods saw coon after coon enter a hollow log. He was puzzled that one log could hold so many coons. As he drew closer and observed, he gazed amusedly. Whenever a coon entered the butt of the log, the one at the other extremity crowded out would scramble to the rear to reenter. There was one too many coons!

The same is true of many curricula. It behooves administrators and teachers to choose wisely.

Getting Your Bearings need not replace any course. It is not a new course, but revitalizing material so organized as to save time and to embody the accepted methods of modern education. It is English synchronized with social living—health, safety, manners, vocations, etc. It contains a voluminous bibliography of the latest and most interesting books.

## Revitalized Materials

Fundamentally, it is based on the principles of philosophy, psychology, and economics which govern social life. It is a coalition of the community, industries, and people used as means to an end—to give pupils a better understanding of the benefits, obligations, and privileges of a good citizen through active participation.

The problem of meeting the interests of pupils was determined from the findings of prominent educators in the fields of research. Health is considered the outstanding source of happiness; lack of friendship with the op-

posite sex the origin of much unhappiness. To meet the interests and needs, the development of personality through the consciousness of right and wrong is an immediate aim based on the theory that the integrating personality is the wholesome one. Meeting the interests of pupils has its own reward. What more effective incentive for study!

## Guidance an Objective

Guidance is a proximate objective—to help the student find himself and start his preparation for life through the proper channels of training. The pupil is given the opportunity to plan his own destiny according to his capacity and interests. In a complex, civilized, yet frustrated world in which every citizen is expected to participate and to be financially independent requires proficient guidance.

A mastery of the skills is a major aim. The fact that an individual rarely, if ever, masters them demonstrates their great complexity and difficulty. The elementary skills, such as correct pronunciation, techniques of composition, language usages, spelling, handwriting, and reading are provided for through activities given under things "to do." The more technical skills used in research are included in order to develop habits of orderly thinking, organization of ideas, discrimination between important and unimportant material, and a significance of relationships. Skill in reading is emphasized and provided with diagnosis and remedial treatment.

The course is divided into seven comprehensive units. They are as follows:

1. How to Become a Good Student.
2. How to Achieve Happiness.
3. How to Develop and Maintain Health.
4. How to Prevent Accidents.
5. How to Become Attractive and Well Groomed.
6. How to Develop Poise and Assurance.
7. How to Choose a Career.

Each unit is composed of five or more daily lesson plans. Any one lesson

plan has scope enough to cover one or several days' work and in some instances, weeks. Since the course is flexible, not empirical, this problem is left to the discernment and resourcefulness of the teacher. A sample of a daily lesson plan from Unit 7, How to Choose a Career, is as follows:

## How to Choose a Vocation

### To Do:

1. Estimate your vocational fitness in some one field. Gather general information on that vocation and present it to the class.
2. Make trips to representative occupations: banks, dairies, factories, department stores, telephone companies, shops, etc.
3. Invite speakers from major concerns to talk to you about the opportunities of today in industry. Be prepared to introduce and to thank your speaker.
4. Keep a bulletin board or scrap book of news relating to vocations.
5. Work out with the aid of the class things that should be included in a self-analysis chart for choosing a vocation, such as personal history, interests, abilities, vocational history of the family, etc.

### To Decide:

1. Whether present vocations will be obsolete in 20 years.
2. Whether married women should work.
3. Whether inventions lessen chances for jobs.
4. How to keep a bulletin board interesting.
5. How to make a self-analysis chart.

### To Observe:

1. The laboring class.
2. Semi-skilled workers.
3. Skilled workers.
4. Professional workers.
5. Business people.

### To Interview:

1. A day laborer as to his hours, pay, interests, home.
2. An apprentice in painting, carpentry, or any industry.
3. A skilled worker as to experience, training, pay.
4. A professional worker as to qualifications, salary.
5. A business man as to opportunities, education.

### To Read:

1. Bennett, Margaret: *Beyond High School*. McGraw-Hill, N. Y.
2. Brophy, Lorine: *If Women Must Work*. Appleton-Century, N. Y.

3. Brophy, Lorine: *Men Must Work*. Appleton-Century, N. Y.  
 4. Cottler, J.: *Careers Ahead*. Little, N. Y.  
 5. Filene, Catherine: *Careers for Women*. Houghton, N. Y.

Getting Your Bearings is a late publication which will be ready for distribution in September. It has been made possible by the concurrence of numerous individuals and institutions. It is attractively covered and bound and appropriately illustrated throughout. It is suitable for orientation courses in either the seventh grade of the junior high school or the ninth or tenth of the senior.

**S**PONSORED by Los Angeles County Superintendent of Schools, it may be had upon request at his office, Division of Secondary Education, 240 South Broadway, Los Angeles.

\* \* \*

Leo B. Baisden, assistant superintendent of schools, Sacramento, was elected district governor of the Lions Clubs of Northern California at the annual convention in Long Beach.

F. Melvyn Lawson, chairman, Sacramento Community Forum program committee, has announced that the programs will be held on consecutive Monday evenings beginning October 9.

Herman Leader, instructor, Sacramento Junior College, has been appointed by Governor Olson to the State Board of Education.

Dr. Georgina T. Droitcour, former vice-principal, McKinley Continuation High School, elected principal, Le Conte School, due to resignation of Marion C. Smith, former principal.

John Graham Sullivan, former member of the faculty, elected Assistant to the President, San Francisco Junior College, in place of Paul Pitman, resigned to accept position on San Jose State College faculty.

Mrs. Evelyn Clement, for many years chief of the division of teacher-training and certification, State Department of Education, is now professor of education at San Francisco State College.

Mrs. Clement has made a splendid record of professional service in the difficult and complex field of certification. Her host of friends throughout California and the West will wish her well in her new and important position.

Your Flag, an illustrated poster-bulletin issued by United States Army Recruiting Service, explains in full detail, with color illustrations, how to respect and display the flag. It also gives The American's Creed and the history of Old Glory.

*For the 14th consecutive year*

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Ask your neighborhood Smiling Associated Dealer to get you a Football Fan's Credit Card.

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**"LET'S GET ASSOCIATED"**

# DESERT TREASURE

## A New Type Remedial Reader

By

HELEN HEFFERNAN  
IRMAGARDE RICHARDS  
AND ALICE SALISBURY

18 DRAWINGS—50 PHOTOGRAPHS  
PRICE, \$1.25

**D**elightful story of two courageous modern boys who have

**E**xiting adventures with a bronco, and airplane and a marvelous Sandlapper to

**S**olve the problems of the Hilyard family in the Great American Desert.

**E**ach chapter of the story is supplemented by a chapter of factual material

**R**ealistically depicting the unusual natural phenomena which makes the desert

**T**remendously attractive and interesting to so many people.

**T**eachers seeking material to use in classes of young people, who need

**R**emedial instruction to establish basic reading skills, will find

**E**xercises for each chapter designed to develop necessary reading abilities in

**A**ccordance with the recommendations of the 36th Yearbook, National Society for the Study of Education.

**S**pecial attention has been given to sentence structure and vocabulary, with the

**U**nusual result that while the interest of the book is sustained at a mature level, the

**R**eading difficulty is slightly below the fourth grade on a placement

**E**stablished by accepted techniques for determining reading difficulty.

HARR WAGNER PUBLISHING COMPANY  
609 Mission Street  
San Francisco, California

## CRIPPLING THE SCHOOLS

*From a letter by Willard E. Givens, Executive Secretary, to National Education Association Members*

**T**HE battle for the tax dollar grows hotter! The schools have always had to fight for financial support but the struggle is growing harder. Last year The state school program in New York was cut \$10,000,000.

The Georgia Legislature adjourned owing the teachers \$5,000,000.

65 percent of the income tax in Colorado was diverted from the schools.

Increased demands are being made for applications for relief, old age pensions, roads, and armaments.

Worthy as these causes may be they must not be allowed to cripple the schools.

*Children come first in a Democracy!*

### Community Recreation

**M**AJOR George W. Braden, western representative, National Recreation Association, calls attention to the California Community Recreation Enabling Act, sponsored by California Congress of Parents and Teachers and a special committee of recreation executives, passed by the State Legislature, signed by the Governor and effective September 20, 1939.

Major Braden states that the National Recreation Association, which has been at work continuously for more than a quarter of a century in developing community recreation in California, is ready and able to assist any local jurisdictions by correspondence, acceptable literature, and visitation of its personal representative by addressing the Association's western office at 314 East Union Street, Pasadena.

\* \* \*

Scott Thompson, president, Compton Junior College and superintendent of the union secondary district there, recently was awarded the honorary degree of Doctor of Humane Letters at Lake Forest University. He received his bachelor's degree there in 1904 and subsequently did graduate work at several universities. He went to Compton in 1916 and has built up an outstanding school organization there. A recent issue of Western Journal of Education carries an extended, illustrated article concerning Mr. Thompson and his achievements.

\* \* \*

Oxford University Press is bringing out a noteworthy Oxford Library of Spanish Texts, under the general editorship of Aurelio M. Espinosa, professor and executive head, department of Romantic languages, Stanford University.

Three recent books in this series are,—

Historia de Espana; La Espana del Siglo de Oro; Historia de la Literatura Espanola. Planned for the senior high school and junior college level, these scholarly texts are of modern educational merit.

\* \* \*

Roy L. Morrison of the science department, Horace Mann High School, San Diego, has issued a still film on marine crustacea of the Pacific, San Diego Area. It consists of three parts and shows 47 different species of crabs and 85 pictures. The scientific classification and names as well as the common names are given and each specimen is shown in its natural coloring.

This series is for biology classes from the junior high school to college and university and is of special value to schools of the southwest and of the Pacific area. The film was photographed by Mayse Studio, San Diego. For details and prices, address Mr. Morrison.

\* \* \*

### In Memoriam

Edwin W. McClun, for the past 16 years teacher, commercial department, Polytechnic High School, Long Beach. He studied at University of Iowa, Harvard, Chicago and U.C.L.A.; before going to Long Beach, he taught in several Illinois high schools. Veteran of the World War, Mr. McClun was a thorough, progressive teacher, always intensely interested in the welfare of young people.

George Byron Crawford, principal, Abraham Lincoln School, Long Beach, to whom, in a recent issue of Long Beach Teachers Journal, Seymour I. Stone, deputy superintendent, has contributed an inspiring tribute.

## New Western Books

Roy W. Cloud

**S**EVERAL books, all California or Western material, of more than usual interest have been received within the past month.

*Tintypes in Gold*—four stories in robbery by Joseph Henry Jackson. The stories of Black Bart, Rattlesnake Dick Barter, Dick Fellows and Tom Bell are outlined in interesting detail. These four individuals were notorious characters of California's crime history. Joseph Henry Jackson, the author, the book editor, San Francisco Chronicle. He is also the author of Mexican Interlude and Notes on a Drum. He has a fine literary style which goes to make the history of Stage Coach robbery well worth reading. The decorations are by Giacomo Patri. MacMillan Company, publisher.

**Lion of the Vigilantes**—William T. Coleman, and the Life of Old San Francisco. James A. B. Scherer is the author. The life of William T. Coleman, one of the outstanding leaders of San Francisco's early history, is most interestingly told. Using the leadership of William T. Coleman, Dr. Scherer has given an extremely valuable account of life in California and in San Francisco during the 50's. This book will be a valuable addition to the ever-growing list of Californiana. It is written in a manner which will make it valuable for reference use in schools which are studying California history. Bobbs Merrill Company are the publishers. Dr. Scherer is also the author of *The First 49er*, the story of Sam Brannan, one of California's interesting characters.

**This is the Place** by Marguerite Cameron, is one of the new publications of Caxton Printers, Caldwell, Idaho. Miss Cameron, native of Salt Lake City now residing in Los Angeles, recounts the history of Brigham Young, who, on leading his followers to the edge of a great valley, pointed to the section surrounding the Great Lake and said "This is the place." The history of the promised land of the Mormons and their leader, Brigham Young, forms an interesting episode in the settlement of the West. Included in the history of this promised land are the experiences of Brigham Young and the intimate details which he recounted in his diary. The trade routes, the stage-coach days, education, the Indians, the Mountain Meadows Massacre, and other historical facts are all described. The book is for young and old. Miss Cameron's love for the home of her youth is shown throughout.

**Under Three Flags** by Margaret Pumphrey, is another publication of Caxton Printers. Miss Pumphrey tells the story of Spanish, Mexican and American occupation of California's first settlement of San Diego. The early history of California is outlined

as are also the golden days of the Missions, and the Yankee ships which brought their goods to the West Coast and took back hides and tallow. The marriage of Don Mariano G. Vallejo, one of California's most colorful citizens, is pictured. The final Mission days, the gold rush, and other factors relating to California assist in making this a most readable book.

*Romantic Cities of California* by Hildegarde Hawthorne; profusely illustrated by E. H. Suydam, is not only a description of California's romantic cities, but it gives their history, the local traditions and many facts concerning them. *Romantic Cities* begins with a description of San Diego, its old town and its new town, the mission and the fascinating history of its founding. Other cities along the coast, through the Mother Lode country and back to the Central Valley are pictured. Every Californian will enjoy this book which is not only a guide but a romantic historical account of a great state and its equally great settlements. It is published by D. Appleton-Century Co.

*Apache Gold and Yaqui Silver* by J. Frank Dobie. This is a story of buried treasure which carries the reader back to the early days of the Southwest. It recounts the efforts to relocate wonderfully rich gold mines where Indians of long ago took their treasure and carried it further South. It also tells of the efforts to relocate the silver

mines of the Yaqui Indians. It is published by Little Brown and Co. Mr. Dobie is also the author of *Coronado's Children* and other Western stories.

\* \* \*

Wilbur W. Raisner, teacher of social sciences, Presidio Junior High School, San Francisco, was elected Director for NEA Department of Classroom Teachers, for the Southwestern Division, which includes the six southwestern states and Hawaii. Mr. Raisner for some years has been a leader in the classroom teacher work, both in California Teachers Association and in National Education Association.

\* \* \*

Facts about narcotics for boys and girls are splendidly presented in two text-books by Dr. John C. Almack, professor of education, Stanford University, and published by Pacific Press, Mountain View, California. *Facts First on Narcotics* is designed for grades 4, 5, 6; *A Clear Case against Narcotics* is for grades 6, 7 and 8. Narcotics include alcohol, tobacco, marihuana, opium, and cocaine. These books contain just the material necessary to guide youth in the pathway of clean living, and should rapidly come into use throughout the schools of the nation. The books are priced at 95 cents each in pyroxilin cloth binding.

**It's a "PARACHUTE" - for "Happy Landings"**

Time and again you have probably heard teachers say how glad they were to be "under the T.C.U. Umbrella" when they were disabled by sickness, accident or quarantine.

But really this T.C.U. Umbrella is so big and strong that when serious trouble comes you'll find it much more than an "umbrella." You'll say it's a life-saving "parachute," because it provides such safe, happy landings.

### It Costs So Little to Be Safe and So Much to Be Sorry

Think of it! You get Sickness, Accident and Quarantine protection under the T.C.U. Umbrella for as little as "a Nickel a Day." You won't feel the small amount you pay out for all that T.C.U. gives, but how you *will* feel the cost of severe sickness, serious accident or weeks of quarantine if they strike while you are unprotected.

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I am interested in knowing more about T.C.U. Protective Benefits. Send me, without obligation, the whole story.

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NO AGENT WILL CALL



## Consulting Groups

(Continued from Page 10)

**Stewart, Maxwell, Social Security, Norton, 1937**

**Chase, Stuart. Population Going Down. Atlantic Monthly. Briefed in Readers Digest, March, 1939**

**Clague, Ewan and Geddes, Anne. Why We Need a Social Security Program. Annals, American Academy of Political and Social Science, March, 1939**

**Dickinson, Frank. New Class War. Saturday Evening Post, August 7, 1937**

**The Pro and Con of Federal Social Security. Congressional Digest, May, 1939**

**Wilbur, Ray Lyman. Grandfather vs. Grandson. Vital Speeches, April 1, 1939**

**Effect of Population Changes on American Education. Educational Policies Commission, 1938**

**Social Services and the Schools. Educational Policies Commission, 1939**

\* \* \*

## Travel Winners

**ELEVEN California teachers were winners in the 1939 Travel Contest of The Instructor,—Laura Crawford, director of public relations, Santa Monica; Lou Chase Downie, substitute, Alhambra and Pasadena; Rose Adelle Gianella, teacher, Dos Palos High School; Gertrude Hawley, teacher, University Elementary School, Los Angeles; Mona Hennessey, teacher, Richmond; Alice Irwin, teacher, Dana Junior High School, San Pedro; Edith Moore Jarrett, girls vice-principal, Union High School, Fillmore; Alden Carver Naud, teacher, Dool School, Calexico; Julian C. Riley, substitute, Long Beach Secondary Schools; Marie Shea, teacher, Elmhurst High School, Oakland; F. Ione Sturm, teacher, Leutzinger High School, Lawndale.**

## Safety Songs for Children

Clever Words and Liltting Tunes by Harry Eldridge



To save a Life is commendable. These songs may help. Hurry your order for this useful book.

Get Big Free Catalog of Plays, Operettas, Special Day Material.

\*

**ELDRIDGE ENTERTAINMENT HOUSE,  
INC.**

Denver, Colo., and Franklin, Ohio

## JUNIOR HIGH SCHOOL SCIENCE

*Navarre Baggett, Science Instructor, Pittsburg Junior High School, Contra Costa County*

**S**CIENCE, one of the most important subjects in the curriculum, is of vital interest to junior high students. Science ranks with English, arithmetic, and social studies, as a necessary course to enable students to understand present day facts and problems.

The learning by students of the importance of thinking, observing and finding answers for themselves is quite an undertaking. Science is the best subject for helping the student to help himself. Once a student understands and practices the scientific method, his difficulties in other subjects will be lessened.

Most teachers find that a large majority of junior and senior high students do not know how to study. A science course, properly presented, should and does help to remedy this problem. The following is the method used in the Pittsburg Junior High School science department:

A unit of work, that is to last about six weeks, is decided upon; the instructor then divides the unit into a number of topics and general problems. A synopsis of the whole unit is presented to the students in the form of an illustrated lecture. This introduction is to give the students a general idea of the subject matter to be studied, to arouse interest, and to raise questions which might lead to individual research or field problems.

The instructor has ready a work or problem sheet for each student. The work-sheet covers material for the first topic, and is to be put into the student's science notebook, where the problems will be answered. The work-sheet is so arranged that it has a central topic or core, and all of the sub-problems branch from it.

Under each sub-topic are a number of questions or problems which the student must answer for himself. Experiments and field research problems are included in the work-sheet and are performed under guidance from the instructor.

Before the students start their individual work on their problems, the instructor presents the basic material and explains meanings and ideas that the students would find difficult without such teacher help.

One thing to remember is not to help the

student too much. Be sure that the pupil has tried to find the answer for himself before asking the instructor. Show the student where his method of finding the answer was wrong and help him start on the correct method that will lead to the answer.

Experiments performed as a means of finding the answer give the students a measure of self-confidence.

Correction by the instructor, of the science notebooks at the end of each problem-sheet prevents students from falling behind in their work.

## Stimulating Incentives

Incentives are needed in order to keep a lively interest in the subject-matter. A science news-paper staffed just by science students helps the pupils present new science facts and is a fine way to keep abreast with new scientific phenomena.

Science displays of material and specimens collected or made in connection with science work is valuable. Short science skits and plays are of great interest to students.

No matter how old we are, we all enjoy games, so a few science games on hand are always welcomed.

The construction of various equipment, such as flower-boxes, animal cages, and display-boards, is excellent work for some students.

**S**CHOOLS today are preparing students to take their place in a complicated world, made so by scientific machinery and research. Introducing junior high students to science, with its many problems which will confront them later, is of invaluable aid to the student both at the present time and in the future.

\* \* \*

## Teacher Qualifications

**H**OW can we assure every classroom in America of a satisfactory teacher? G. Turner Hicks of Murray State Teachers College in Kentucky, writing in *The Nation's Schools*, puts the burden on the teacher-training institutions. He urges them to admit to practice teaching only persons who can meet the following six requirements:

1. Ability to pass a rigid examination in English.
2. A mental capacity sufficient to have a grade average of "B" in his studies.
3. Good mental health as well as good physical health.
4. Social and emotional maturity.
5. A genuine interest in teaching as a profession.
6. Good character and good personality.

## North Coast Section

**F**RANK M. WILLIAMS, principal South Fork Union High School, Miranda, Humboldt County, is the first to report a 100% C. T. A. membership in his school for 1940. Mr. Williams was formerly principal, Trinity County High School, and was very active in securing 100% membership in Trinity County for two years.

G. J. Badura of Fortuna High has also reported a 100% membership for 1940.

The many friends throughout California, of Miss Shirley A. Perry, teacher in Ukiah Union High School and for many years secretary, California Teachers Association, North Coast Section, will be delighted to know that she is now much better after a protracted illness and expects to return soon to her school work.

\* \* \*

## Allyn and Bacon Readers

**A**LLYN and Bacon, old and nationally-known firm of textbook publishers, have recently brought out a particularly praiseworthy series of new Readers for Grade One. Beautifully printed, lavishly illustrated in full

color, and with bright, substantial bindings, these readers represent the best modern educational thought and practice.

Winky (48 pages) is the pre-primer for the first of the basal series of Quinlan Readers, by Myrtle Banks Quinlan. Features which distinguish it from other pre-primers are: highly legible streamlined print, new words listed in the color band at foot of each page, test pages at the conclusion of the stories, two songs whose appealing melody and familiar vocabulary make them an integral part of the reader. The primer, Day by Day, (160 pages) continues the story of Winky with the same distinctive features and with five songs.

The first reader, To and Fro, (192 pages) develops the interesting story with the same characters as the two preceding books and

with five songs. The continuous story throughout the three books adds interest and educational value. The vocabulary, carefully controlled as to quality, quantity, gradation, and repetition, is the child's own.

Adventures in Science, by Carpenter, Bailey and Baker, first book of the Rainbow Series of science readers, is a simple, attractive, and scientific reader for first grade. Primarily a science text, it meets every essential standard of a basal reader. The text is in verse and rhyme. The pictures are reproduced in four colors from actual photographs. Animated drawings at the foot of the page present important science concepts. Both the text and subject-matter are within easy reach of the intelligence of the first grade pupils.

B. F. Hemp, Pacific Coast Manager for Allyn and Bacon, has offices at 560 Mission Street, San Francisco.

# Eliminate BOOK-CHARGING ERRORS this Modern way



Shows Gaylords' Automatic Book Charging Machine in the Vestal Central School Library, Vestal, New York.

**The Gaylord Automatic Book Charging Machine is Modern in Every Respect. It provides:**

1. Speed — avoids confusion and delay at the charging desk — it charges books from 2 to 5 times faster than as by hand.
2. Accuracy — it makes no mistakes because it is entirely automatic.
3. Economy — rents for only 10c a day — only a few cents per month for electric current to operate.

That's why Gaylords' Automatic Book Charging Machine has made such a hit with both public and school librarians from coast to coast. It's neat, compact and simple to operate! It's the *modern* way to charge out library books!

Full information will be gladly sent without obligation.

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**GAYLORD BROS., INC.**

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CALIFORNIA

Established 1896 — Originators and Makers of Better Library Furniture and Supplies

### Youthful Reporter

**Y**OUR Youth Reporter, Inc., is a new organization of which Mr. E. T. Cameron is manager, with offices at 1001 West Lenawee Street, Lansing, Michigan. The reporter Orin Wellesley Kaye, Jr., has his European office c/o American Express Company, Paris, France.

The service comprises foreign news letters written by this young man for the young people of America. It is a personalized service and the letters are written and mailed direct from Europe, Africa, and Asia, to the subscribers. There are 34 letters in 34 weeks. Interested teachers may obtain further details by writing to Mr. Cameron.

\* \* \*

Miss Marian Arnold, for several years music teacher in the North Palo Alto schools, left on August 18 for Paris, France. She planned to spend two years at the Normal School Conservatory of Music, specializing in violin and piano for concert work.

\* \* \*

Toward Proficient Reading, by James Alexander Hamilton, deals with diagnosis and training for silent reading. It presents new and essential facts concerning reading difficulties and how to remedy them. This practical volume of 160 pages is published by Saunders Press, Claremont, Los Angeles County.

### Special Contract for Teachers

**PAYS FOR ANY ACCIDENT  
EVERY SICKNESS  
EXTRA BENEFITS FOR  
HOSPITALIZATION**

There are no "hidden" exceptions. This contract provides full coverage for every known disease, with no eliminations or reductions in benefits because of certain types of disease.

**A Thousand Teachers  
Can't Be Wrong, and  
More Than a Thousand  
Teachers Have the  
Teachers Special Plan**

*Ask the teacher who owns one and write or telephone any Branch Office for complete information*

**Business Men's Assurance Co.**

SAN FRANCISCO  
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LONG BEACH

LOS ANGELES  
OAKLAND  
SANTA ANA

### California Teachers Institute Dates

*Second edition. Please report errors and omissions.*

November dates are subject to change to conform to Thanksgiving holiday

#### Bay Section

County	Dates
C.T.A. Bay Section and Joint Institute, San Francisco	Nov. 21, 22
Alameda	Nov. 22
Oakland	Nov. 22
Berkeley	Dec. 21, 22
Albany	Oct. 18, Nov. 22, Dec. 1
San Leandro	Nov. 22, Jan. 25, 26
Alameda City	Nov. 22
Piedmont	Nov. 22
Contra Costa with Alameda County	Nov. 20-22
Lake, Marin	Nov. 22, 23
Napa	Nov. 22, 23
San Francisco	Nov. 22, Jan. 29
San Mateo	Nov. 21-22
Santa Clara	Nov. 21-22
San Jose	Sept. 15, 16
Salano	Nov. 20-22
Sonoma	Nov. 20-22
Stanislaus	Oct. 20

#### Central Coast Section

Monterey, San Benito, San Luis Obispo, and Santa Cruz Counties will meet in joint session at Watsonville Nov. 20-22.

#### Central Section

Fresno	Nov. 13
Kern	Oct. 14, Nov. 13
Bakersfield	Oct. 7
Kings	Nov. 13
Merced County	Nov. 13

#### North Coast

Del Norte	Oct. 16-18
Humboldt	Oct. 16-18
Eureka	Oct. 16-18
Mendocino	Oct. 16-18

#### Northern Section

Amador	Nov. 20-25
Mono	May, 1940

Northern California Counties will hold their Institutes in connection with the customary biennial convention of C.T.A. Northern Section, November 20-22. These counties are—Alpine, Butte, Calaveras, Colusa, El Dorado, Glenn, Lassen, Modoc, Nevada, Placer, Plumas, Sacramento, Shasta, Sierra, Siskiyou, Sutter, Tehama, Yolo, Yuba, and will assemble at Sacramento.

#### Southern Section

Imperial. First Institute at El Centro	Oct. 28
Los Angeles County	Sept. 30, Dec. 16
Alhambra	Sept. 18, Dec. 16
Beverly Hills	Sept. 14, Dec. 16
Long Beach	Oct. 11, Oct. 14, Nov. 1
Compton	Sept. 30, Dec. 16
Burbank	Sept. 16, Dec. 16
Los Angeles City	Oct. 2, Dec. 16
Redondo Beach	Sept. 30, Dec. 16
Santa Monica	Sept. 18, Dec. 16
Riverside	Nov. 27-29
San Bernardino County and City	Feb. 8-10, 1940
San Diego	Nov. 27-29
San Diego City	Dec. 18-20

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The set with which they play is built up gradually. As they learn each new combination the two cards are placed with those with which they play. Every combination they have had must appear during the course of each game.

Competition is keen. Every play is watched so that no child will pick up a card to which he is not entitled.

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These games (75 cents each) eliminate long hours of checking over pages of combinations. Tests for speed and accuracy may be given when desired.

Address the publisher, H. S. Crocker Company, 720 Mission Street, San Francisco.

\* \* \*

The average teacher, principal or superintendent in the United States works for \$1380 a year, which is \$115 a month for the 12 months of the year, or \$26.50 a week. The average salary in New York State in 1936, the highest of the 48 states, was nearly five times as large as the average for Arkansas, which stands at the bottom.

Haazel Davis, N. E. A. assistant director of research, discusses the nation-wide salary situation in The Nation's Schools for October. City salaries are now near 1930-31 levels. Classroom teachers have made the best gains.

\* \* \*

School budgets should be determined by independent boards of education and should not be submitted to other governmental bodies. The invested capital of a school system is usually the community's largest single investment. It is a business that is large enough to justify separate and distinct consideration. The foregoing argument is made by Edgar E. Muller, Superintendent of Alameda County Schools, in the October number of The Nation's Schools.

Neil Lamb, teacher, University High School, is president, Lambda Chapter, Phi Delta Kappa, national educational fraternity, and Jerome Kintner, teacher, Fremont High School, is secretary-treasurer.

\* \* \*

### Teachers of English

**T**WENTY-NINTH annual meeting, National Council of Teachers of English, will be held in New York City November 23-25, Hotel Pennsylvania and Hotel New Yorker.

California teachers head five of the important National Council committees. They are: Holland D. Roberts, Stanford University, chairman, publications committee; Howard Edminster, Lowell High School, San Francisco, chairman, creative writing committee; Florence H. Sprenger, Manual Arts High School, Los Angeles, chairman, public relations committee; Harlen M. Adams, Chico State College, chairman, technological aids committee; and Mrs. Helen Rand Miller, Mills College, chairman, committee on standards for motion-pictures and newspapers. These teachers and Miss Carol Hovious, head of the department of English, San Benito County High School and Junior College, will have a part in the convention program.

\* \* \*

### Row, Peterson Books

**R**OW, Peterson and Company have brought out Funk and Wagnalls Standard High School Dictionary of the English Language,—50,000 words and phrases, 5,000 synonyms, and 1,800 pictorial illustrations including numerous full-page plates in color. This beautifully-printed and substantially-bound book of over 1,000 pages is admirably planned for high school use.

The same publishers have also issued Building Our Life Together, the essentials of good citizenship, by Arnold and Banks, a large-format text for high school social studies classes. This big book of 744 pages, profusely illustrated, is planned around the four great groups of objectives as announced by N. E. A. Policies Commission as major objectives in democratic education.

Through the Green Gate, one of the Alice and Jerry books, Reading Foundation Series, also published by Row, Peterson, is an altogether charming third grade reader with particularly fine color illustrations.

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## HEADS UP, PARENTS!

*Hope A. Tormey, San Mateo*

**D**ID you ever see a pony shaking away a pestering fly on a ticklish part of his anatomy? Have you?

Well, then have you noticed the shake of youngsters' little sunburnt heads, now that they stand before you with their colorful readers in hand?

If you haven't, watch and no doubt you will be quite amazed to see, with their encounter of new combinations or grouping of words, a sudden little sideway jerk of the head, a little frown accompanying it, and then a brand new start with greater conviction.

No, I was not intimating that they are mimicking the pony they may have been riding while on their quickly vanished vacation. However, while teaching in the first grade, I wondered why the mannerism mentioned seemed quite evident, and perhaps more prominent at certain times of the year. This morning the answer has become partially clear to me, and thus I should like to share it with you.

A well-known professor was reading a primer to his four-year-old youngster. As he came in contact with this, to him, oversimplified phraseology, he seemed to get into difficulty. He would shake his head just as we may have observed the little tots do; then recover his composure, once more start, and then repeat the same mannerism in a few sentences to come.

Might it be that our youngsters are mim-

icking us? If we were to begin to observe whether this mannerism is more evident after vacation, during which parents trotted down to the library to gather a few books with which they hoped to hold Jimmie or Ronnie still for all of three and a half precious moments. Or, if we find it more prevalent right after the many Christmas books are distributed by Santa Claus, and read aloud by Mother and Dad, then perhaps we may take that as our starting point.

No, not the child first, but the parents. Might we have Jimmie and Ronnie help their parents to hold their "Heads Up" when reading, and thereby correct the child's newly-formed habit before it becomes a serious teaching problem, fixed through a long habit formation.

## COMING

**O**ctober 1-4—Annual Conference of school supervisors and directors of instruction, child welfare and attendance; auspices State Department of Education. San Jose.

**O**ctober 4-7—California School Superintendents; annual convention; auspices State Department of Education. Hotel Del Monte.

**O**ctober 9-13—National Recreation Congress; 24th annual session, Statler Hotel, Boston.

**O**ctober 13-15—Progressive Education Association, Southern California Regional Branch, 5th annual regional conference. Hotel Biltmore, Los Angeles.

**O**ctober 16-18—C.T.A. North Coast Section; annual convention; Eureka.

**O**ctober 17-20—American Public Health Association; 68th annual meeting. William Penn Hotel, Pittsburgh.

**O**ctober 19, 20—California State Chamber of Commerce; annual statewide meeting. San Francisco.

**O**ctober 28, 29—School Library Association of California; annual convention, Paso Robles Hotel.

**N**ovember 4—Elementary School Principals Conference; Central Coast Section; auspices State Department of Education.

**N**ovember 7—State Election Day.

**N**ovember 5-11—American Education Week. Theme: Education for the American Way of Life.

**N**ovember 12-18—National Book Week.

**N**ovember 18—Elementary School Principals Conference; Bay Section; auspices State Department of Education.

**N**ovember 20-22—C.T.A. Central Coast Section; annual convention. Watsonville.

**N**ovember 20-22—C.T.A. Northern Section; biennial convention. Sacramento.

**N**ovember 21, 22—C.T.A. Bay Section convention and joint institute. Fox Theatre and Civic Auditorium, San Francisco.

**N**ovember 23—Thanksgiving Day.

**N**ovember 23-25—National Council of Teachers of English; 29th annual meeting. Hotels Pennsylvania and New Yorker, New York City.

**N**ovember 24-25—California Association for Childhood Education; annual convention. Laguna Beach, Orange County.

**D**ecember 2—National Association of Journalism Directors (secondary schools); joint conference with National Council of Teachers of English. New York City.

**D**ecember 8—C.T.A. Board of Directors; regular meeting. Hotel Biltmore, Los Angeles.

**D**ecember 9—C.T.A. State Council of Education; semi-annual meeting, Hotel Biltmore, Los Angeles.

**D**ecember 27, 28—American Association of Teachers of Spanish; annual convention. San Francisco.

**D**ecember 27-30—National Commercial Teachers Federation; annual convention. Pittsburgh, Penna.

**D**ecember 28, 29—National Council of English Teachers; regional conference for the Western States. Los Angeles.

**D**ecember 28-30—Phi Delta Kappa Council; annual meeting. Chicago.

**J**anuary 11-26, 1940—Fifth Pan-Pacific Women's Conference; auspices Pan-Pacific Women's Association. Wellington, New Zealand.

**F**ebruary 24-29—American Association of School Administrators; annual convention. St. Louis.

**A**pril 13—C.T.A. State Council of Education; annual meeting. Palace Hotel, San Francisco.

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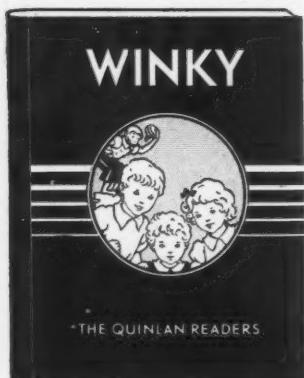
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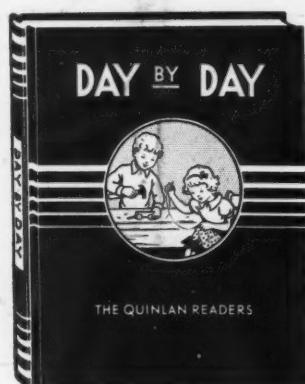


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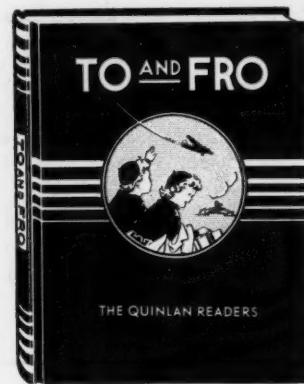
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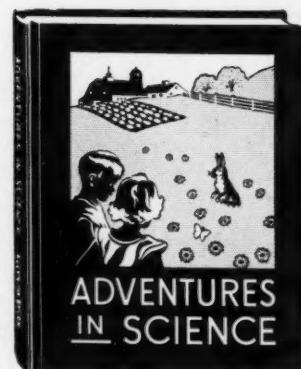
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ADVENTURES IN SCIENCE, by Carpenter, Bailey and Baker, the first book of the Rainbow Series of science readers, is the simplest, most attractive, and most scientific of science readers for first grade. Primarily a science text, it meets every essential standard of a basal reader. The text is in verse and rhyme. The pictures are reproduced in four colors from actual photographs. Animated drawings at the foot of the page present important science concepts. Both the text and subject matter are within easy reach of the intelligence of the first grade pupils.



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